

MAYA

WHEN YOU LEARN,

teach!

WHEN YOU GET, GIVE



Asa D. Daniels, Principal

Azalia Hunt Speight, Chief of Schools

Maya Angelou Public Charter School – High School Student and Family Handbook

2022-2023

Contents

Welcome Letter	6
About the See Forever Foundation	7
Non-Discrimination Policy	7
Open Meetings Policy	7
Background and Board Accessibility	7
Open Meetings	8
Maya Angelou Public Charter High School Matriculation	8
Admissions Preference Policy	8
Transfer Preference Policy	8
TABLE 1. HIGH SCHOOL GRADUATION REQUIREMENTS	10
MAPCS Culture and Climate	12
Historical Context	12
Intense Mentoring Program	13
Community Expectations	14
Dress Code Policy	15
Residential Program	16
Student Community Service Requirement	16
Maya Angelou Guiding Principles of Service Learning	17
Process for approval of acceptable service hours:	17
Student Attendance Policies	18
Truancy	18
Excused vs. Unexcused Absences for School-Aged Students	19
Excused Absence Documentation	20
Unexcused Absences	20
Tardiness	21
Early Departures	21
Code of Conduct	21
Academic Integrity and Plagiarism (copying others' work)	21
Consequences for Academic Dishonesty/Plagiarism:	21
Technology Acceptable Use Policy	21
Acceptable Use on General Computer Use	22
Permitted Use of Personal Electronic Devices	23

Cell Phones and Personal Electronic Devices	26
Cell Phone Policy	26
Hallway Protocols	28
Leaving Class	28
Language	28
Smoking	28
Drugs and Alcohol	28
Provided School Meals	29
Weapons	28
Chemical Dispensing Device	29
Domestic (Dating) Violence	29
Bullying	29
Cyber Bullying	29
School Behavior Management, Safety and Security	30
School Behavior Management, Safety, and Security and Students with Disabilities	31
Campus Security	30
Entering and Exiting the Building	30
Scanning	31
Student Identification	32
Applicability	32
Student Success Code	32
Definitions	34
Notice of Disciplinary Action	35
Tier 1	35
Tier 2	36
Tier 3	38
Releasing students from school for proposed and approved suspensions	39
Due Process	41
Manifestation Determination Process	41
Appeals	42
Grievance Procedures	43
Notice of Procedural Safeguards for Students And Families	45
Family Education Rights and Privacy Act (FERPA) at MAPCS	46

The Maya Angelou PCS Family Involvement Policy	49
Family Involvement Activities	50
Health and Safety Plan	52
Appendix A: Student Contract	64
Appendix B: MAPCS Community Service Verification Form (Sample Only)	66
Appendix C: Definitions of Disciplinary Responses	67
Appendix D: Student Technology Usage Agreement	69
Appendix E: Bell Schedule	71
<u>Appendix F: 2021-2022 Academic Calendar</u>	74
Appendix G Prohibited Items to Distribute, Possess, Sell or Use	75
Appendix H - MKV State-Level Resolution Process	76
Appendix I Dispute Resolution Appeal Form	82
Appendix J: Bullying Prevention Policy	85
Appendix K: Bullying Incident Report	97

Welcome Letter

Dear Maya Angelou Public Charter School Community,

It is an honor to introduce myself as the new principal of Maya Angelou Public Charter School and to join this extraordinary school community. I hope that this note finds you enjoying the rejuvenating days of summer and that you and your children are looking forward to beginning a wonderful school year together August 29th. I can assure you that I share in this school community's commitment to caring for your children each and every day while providing them a world-class learning environment.

I arrive to MAPCS as a seasoned educator and building principal, but in addition to my role as an educator, I am first and foremost a father, husband and grandfather. In September, my daughter Jada will begin her Junior year at East Carolina University, my daughter Joi begins Sophomore year in high school. My oldest daughter Jessica lives in Southern, MD and works for Homeland Security, and my second daughter Jasmin is a doctor and lives in Florida. I am also "proud" grandfather to a two-year-old grandson named Kash. I look forward to one day introducing my family to the wonderful people who call MAPCS home.

The 2022-2023 school year will mark my 29th year in education. Since graduating from Virginia Union University, I have served communities in Prince Georges County, DC Public Schools, High Road Schools and Charles County Public Schools as a teacher, assistant principal and Principal. Although I have always felt at home in the classroom, it is in my position as principal where I have been most fulfilled in my life's work. The principalship provides me the chance to work collaboratively with teachers daily, while also remaining connected to young students learning and growing in the classroom. I firmly believe that every child can excel and that the partnership between home and school builds confidence in students to use their powers to shape their future and the future of our community and our nation.

My conversations with leadership staff and some families over the last few weeks have brought me privileged insights into the core beliefs and values that underlie the MAPCS. With my goal of continuing the tradition of excellence here at Maya, I am committed to always exploring new ways to meet the needs of all students and to more effectively communicate with parents and community members. I will be meeting with parents, students, and as a staff throughout the year to identify specific goals in the areas of student achievement, school climate, and parent communication.

Please take a moment to review our Prent/Student handbook in full detail to understand and learn our policies and procedures.

Maya Angelou Public Charter School will continue to work to be a place where our students are learning, earning, having fun and preparing themselves for the future where all things are possible. Please feel free to contact me at the school to be a part of our school family and see how you can help us build and grow our students for the future. If there are any questions or concerns, you may have, please contact the main office at any time. Thank you and let's have a wonderful school year.

Asa D. Daniels

Principal

About the See Forever Foundation

Since it began operating in 1997, the See Forever Foundation's mission has been to create learning communities in lower-income urban areas where all students, particularly those who have not succeeded in traditional schools, can grow socially and academically. The See Forever Foundation operates the Maya Angelou Public Charter School (MAPCS) and Young Adult Learning Center (YALC) in DC, as well as the Maya Angelou Academy at New Beginnings(MAA), a secure facility for committed youth in Laurel, MD. Our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

If you are interested in learning more about See Forever, please visit our website at www.seeforever.org.

Non-Discrimination Policy

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”), the Age Discrimination Act of 1975 (“The Age Act”), and the District of Columbia Human Rights Act (“HRA”), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all professional organizations holding professional agreements with Maya Angelou Public Charter Schools (High School and/or Young Adult Learning Center) are hereby notified that Maya Angelou Public Charter Schools does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income in admission or access to, or treatment or employment in, its programs and activities.

Open Meetings Policy

Background and Board Accessibility

In the District of Columbia, there has been a call for greater transparency into the composition, engagement, and decision-making practices of charter school boards. In March 2019, the DC Public Charter School Board passed a School Transparency Policy to address this feedback and other requests for access to additional information on schools. Maya Angelou Public Charter School is formally documenting its board meeting policy for the upcoming school year.

The Maya Angelou Public Charter School (MAPCS) board has a long history of being engaged with and accessible to the school community. Board members regularly visit the campuses, often

holding at least 2 meetings at a campus. Board members attend community and staff events like Maya Fest, Board/Staff Dinners, Holiday Events, and many more. Board chairs, in particular, are very engaged, with at least two former chairs moving on to be Executive Directors of the organization. Besides being held on campus, board meetings often have staff in attendance, both those who attend regularly and those who are invited to speak on different programs. Current and former students have also been invited to attend and in previous years, graduates have been members of the board. Staff and the community have always been able to reach the board via email as well by emailing mapcsboard@seeforever.org. These are all practices that MAPCS plans to continue into the next school year. In addition, we are formally announcing one Open Meeting for the 2020-2021 school year.

Open Meetings

The MAPCS Board plans to conduct one full open meeting in the 2020-2021 school year, in alignment with DC PCSB's School Transparency Policy. This meeting will be open to the community and will provide an opportunity for public comment.

At this time, the open meeting date is March 11, 2021. The meeting will be in the evening and will occur at the Maya Angelou Learning Center. Meeting agendas will be available on our website in advance of the meeting and will indicate the time for public comment.

Notification of the meeting will go on our school website.

Questions about board governance can be directed to the organization via the contact information below or via email to mapcsboard@seeforever.org and communications@seeforever.org.

Maya Angelou Public Charter High School Matriculation

Admissions Preference Policy

Maya Angelou Public Charter Schools (MAPCS) has a rolling and open admission policy. MAPCS does not have admission preferences this academic year.

Transfer Preference Policy

MAPCS is a multi-campus local education agency (LEA). If a respective campus has available seats, and the student is within the campus-served age group, current LEA students may transfer to the new campus following the same enrollment procedures as students enrolling from another LEA

All students are expected to meet the standards of the District of Columbia, as passed by the Board of Education, to graduate from high school. Upon registering at MAPCS, the Registrar and Academic Counselors will review each student's official transcript to determine the

appropriate course selection. Students and families need to ensure that all necessary documents and transcripts are received by the school to ensure appropriate course placement.

Students will need to work closely with Academic Counselors to:

1. Review credits earned as indicated on an official transcript to determine if graduation requirements are being met.
2. Complete course registration forms accurately.
3. Check the student's schedule to ensure that it reflects the course registration form.

Note about differentiated course levels and co-enrollments: The principal approves all student schedules. Under certain conditions and as a result of extenuating circumstances, the principal may allow a student to take two same subject core courses simultaneously in order to graduate. Support will be given to the student (i.e. Success Plan, Memorandum of Understanding, para-professional, etc.). In addition, honors sections of core content may be offered in any given school year based upon demand. These courses would share the same name as the core courses listed in the manual. Example: English I Honors, World History I Honors, etc. This is also true for co-taught or self-contained sections.

Changes in Schedule

It is very difficult to make satisfactory adjustments at the last moment. Selections should be considered final. Requests for schedule changes will be honored only under extenuating circumstances. Only in unusual circumstances will schedule changes be made after the fourth week of the semester. Requests for schedule changes will be considered for the following reasons only:

1. Course prerequisites not met
2. Seniors who need specific courses to meet District graduation requirements
3. To correct an obvious error
4. Failing or non-qualifying grades in summer school courses
5. Excused absence documentation including student illness, death in the immediate family, student legal proceedings, doctor's directives, and/or religious observances
6. Extenuating circumstances requiring administrative approval

TABLE 1. HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS¹
ENGLISH	4 credits	PARCC (English II)* PEG Writing** Performance Series**
MATHEMATICS	4 credits (Including Algebra I, Geometry, Algebra II, and an Upper-Level Math)	PARCC (Geometry)* Performance Series**
SCIENCE	4 credits (Including Biology, 2 lab sciences, and 1 other science)	PARCC (Biology)*
SOCIAL STUDIES	4 credits (Including World History I and II, DC History, US Government and US History)	
ART	.50 credit	
COLLEGE LEVEL OR CAREER PREP	2 credits: At least 2 credits of the 24 required credits must be identified AP, IB, HI-SCIP, CTE, and/or other college-level courses. (Students will be strongly encouraged to complete 1 credit in the Future Focus sequence)	
FOREIGN LANGUAGE	2 credits Each student will complete two years of the same foreign language.	
HEALTH/ Physical Education	1.5 credits	DC Health Assessment*
MUSIC	.50 credit	
OTHER ELECTIVES	3.5 credits	
<p>24 Total Credits Required: Four credits must be earned after completion of Grade 11 per local requirements. At least two (2) of the twenty-four (24) Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions. Under truly exceptional circumstances, the MAPCS Board of Directors may exempt a student from a credit requirement. This process is governed by the Chief of Schools and petitions will be documented in board meeting minutes and included in the student’s cumulative record.</p>		

Community Service: 100 Hours of Community Service are required, with 25 hours earned by the end of each year to be considered on track. Students must complete a locally-developed program approved by the Chief of Schools.

¹ESSA Tests: MAPCS requires all students to take the statewide assessment that applies to their enrolled courses **Every Student Succeeds Act Legislation*. In addition, students are required to take LEA specific tests for authorizer oversight. ***School Reform Act Legislation*

Each student is required to take four English, Math, Science, and Social Studies credits to graduate. Their grade level is determined by their English class and the number of credits they have successfully completed. For example, if a student has passed English 1, Algebra 1, and has a total of six credits then they are classified as a sophomore. The promotion requirements for MAPCS are listed below.

How are promotions defined at MAPCS?

The grade levels are as follows:

- Promoted to 10th grade: Must have already passed English 1, assigned math, and have six total credits
- Promoted to 11th grade: Must have already passed English 2 and have 12 total credits
- Promoted to 12th grade: Must have already passed English 3 and have 18 total credits

*For All Students entering High School (first-time 9th Graders) during the 2016-2017 School Year Algebra 1 will be taken during their 10th Grade Year.

If my child is not promoted, will they repeat all courses?

No. Please know that the grade level will not affect students' core course enrollment. Students will move on to the next section of any course that they have passed, and they will never repeat a course that they have previously passed.

For additional information about academic policies please see our Course Manual for SY2021-2022.

MAPCS Culture and Climate

Historical Context

Since its opening, the Maya Angelou Schools have devoted significant resources to actively recruiting students who have a history of struggling both academically and behaviorally. Additionally, many of the students who come to the Maya Angelou Schools self-report that they have experienced significant trauma (more than 80%).

To that end, an essential component of the Maya Angelou Schools' programming has been the delivery of integrated school-based mental health services. Recognizing and committing resources in this area is one of the major differences between the Maya Angelou Schools and many other schools. We believe that every student benefits from having dedicated professionals whose major responsibility is the students' academic, social and emotional growth development. In order to reach this vision, the Maya Angelou Schools recognize incorporating mental health services, intensive case management, residential counseling services, and ongoing academic advising as integral components of the school program, which is critical to the success of our students.

The Social-Emotional Learning (SEL) Department has served as grade-level counselors, providing clinical and case management support for all students. However, our approach to serving students will change this year in an effort to streamline and optimize the services delivered to our students and their families. What is more, we have created the **Student Support Specialist** (SSS) position to provide classroom-based support and intense case management to our students. SSS staff are expected to work collaboratively with all school personnel (teachers, administrators, support staff), to remove the barriers which prevent students from accessing instruction. We believe that every student benefits from having dedicated professionals whose major responsibility is students' emotional growth and well-being. To that end, the **Student Support Specialist** will play an integral role in helping our students have better academic, behavioral, and attendance outcomes.

Student Support Specialist will be held accountable for:

- Maintaining a comprehensive file on all students, which involves working closely and collaboratively with the Clinical Counselors, Academic Counselors, Administrative Team, Teachers, and school office personnel to support all students.
- Aggressively monitoring and responding to truancy by calling and mailing appropriate letters to families, notifying Metropolitan Police Department and other state agencies (when relevant), and submitting truancy reports to Court Social Services.
- Scheduling and facilitating conferences with parents and/or community-based organizations related to students' truancy, discipline, and academic outcomes.
- Attending and actively participating in all student-related conferences, as requested.

- Coordinating efforts with the Postsecondary Student Success Department.
- Providing feedback concerning student progress to all stakeholders.
- Implementing strategies to foster confidence and improve self-esteem in students.
- Conducting routine home visits, as part of their attendance monitoring.
- Engaging in collaborative efforts with teaching faculty to help students develop healthy social and emotional outlooks that will help them succeed in class and beyond.
- Performing other duties as assigned by the Director of Socio-Emotional Learning or Principal.

Intense Mentoring Program

Rapport-Building and Fostering a Sense of Community

In addition to the individualized academic support afforded all students of MAPCS, all staff members (teachers, counselors, administrators and support staff) are committed to mentoring a small cohort of students as they mature and negotiate the challenges of high school. This mentoring will include informal daily check-ins, maintaining consistent communication with parents/guardians/community supports and collaborating with the other adults within their cluster to facilitate town hall discussions and coordinate meaningful team building activities for all students. Consistent with the research, high school-aged adolescents respond favorably to positive interactions from caring adults. All staff members of the MAPCS espouse this basic premise and work earnestly to establish rapport with all students. We believe these prosocial relationships are critical in leading to the academic, attendance, behavioral, and social-emotional outcomes that we desire for all of our students.

Promoting Positive Student Behavior

School culture and climate have a profound impact on student's academic progress and their connected relationships within the school, home, and their communities. Student connections to school through opportunities to participate in a wide range of school-based activities bound by supportive caring adults, and coupled with a comprehensive program of prevention provide students with the experiences, strategies, life skills, and support they need to thrive and be successful.

The MAPCS Incentive Positive Behavior Interventions and Support (PBIS)

The High School's Incentive program elicits the promotion of three core values: Respect, Responsibility, and Community through the five Social Emotional Learning (SEL) pillars that are tantamount to the success of a character-driven school community. The pillars include **Relationship Building, Social Awareness, Self-Awareness, Responsible Decision Making, and Self-Management**. Built into a student's daily routine will be the reinforcement, exposition, and reminders geared toward supporting students in having a vested interest in said values/pillars.

The initiative blocks, town halls, etc. of the 2021-2022 school year will focus on character development, teaching students to exemplify each pillar, and how to identify when each pillar is properly utilized.

Relationship Building: Students will be shown ways of building, maintaining, and mending positive relationships with not only their peers but family members, teachers, and staff.

Social Awareness: The utilization of being knowledgeable about one’s community, local politics, and socio-economic status will help guide the student in the pursuit of their life ambitions.

Self-Awareness: Students will be shown examples of self-avocation, personal inventory, and situational understanding.

Self-Management: The SEL Department will work with students on strategies and resources to reign in tempers and frustrations brought about through home life and academic stresses.

Responsible Decision Making: The successful navigation of the aforementioned pillars will give students a tool kit in which to properly choose wisely on a myriad of day-to-day decisions.

How it Works:

All staff and Administrators will have access to a universal tracking document and software “Live School” that gives students debits and credits. Students will have the ability to gain points to earn positive rewards. School staff members will have an opportunity to give points or take them away based on how well students show their success in navigating individual pillars throughout the course of the day.

Students will be able to “cash in” points from a menu of options designed to incentivize them for their progression in the program. Students will have the ability to actively monitor their own progress in earning points.

Community Expectations

MAPCS Students are expected to:

- Be aware of and abide by the rules set forth in the Maya Angelou Public Charter Schools.
- Be respectful of and invested in the learning of all members of the MAPCS.
- Seek out opportunities for consistent feedback and reflect on their own progress.
- Be willing to participate in all MAPCS activities.
- Arrive promptly to all classes and school events.
- Be active participants in school classes, events, and activities.
- Make informed choices about their own success.
- Respect and follow classroom and school rules and expectations.

MAPCS Student Support System (Family, Caregiver, etc.) is expected to:

- Be aware of and abide by the rules set forth in the Maya Angelou Public Charter Schools Code of Conduct.
- Assertively seek out opportunities for consistent feedback and reflect on the student's own progress.
- Regularly monitor their student's progress via the school's student management system (PowerSchool).
- Participate in as many MAPCS community engagement activities as their schedule permits.
- Communicate regularly with school staff about student's academic progress and engagement to ensure student success.
- Commit to 10 hours of school activity participation per school year.
- Maintain/update contact information.

MAPCS Staff Members are expected to:

- Use long and short-term plans to ensure the academic success and engagement of all students.
- Help students meet their graduation goals by ensuring students have constant and consistent feedback.
- Be aware of students' academic and emotional needs
- Regularly communicate to parents concerning the student's academic and behavioral progress.
- Refer students/parents to appropriate resources inside and outside of the school.
- Have an open-door policy.
- Develop and maintain a professional relationship with students being mindful of appropriate boundaries.

Dress Code Policy

In order for students to be in school and to foster learning, students must be dressed appropriately according to the following guidelines:

Tops: Approved red, gray, or black MAPCS shirts will be the only shirt permitted to be worn by students. Students can also wear a solid red, gray, or black polo shirt. The shirt must not be altered in any way (for example, cut off, tied above the stomach, tied behind the back, etc.)

Bottoms: Students must wear tan/brown khaki and or black pants, skirts, or dresses (must not be excessively short or tight). The MAPCS definition of excessively short is if the bottom of the garment is shorter than the longest finger when the arm is fully extended down the leg. Bottoms must also not have holes, rips, graffiti, inappropriate language, or images.

Shoes: Athletic shoes, laced shoes and/or boots, loafers, dress shoes, or other closed toes/closed-heel shoes are permitted. Mules described as closed toes and open heels are appropriate. Students shall not wear house slippers, flip-flops, or any other type of footwear that could constitute safety hazards. Students are also prohibited from wearing steel-toe boots or shoes to school. Students not wearing a uniform will be given a “loaner” shirt for the day. Students are expected to return the “loaner” shirt at the end of the day. Students will be given a maximum of three (3) shirts. After receiving three (3) shirts and not being in compliance with the uniform policy a parent will be contacted for a conference. Student Development Managers will also conduct a home visit, a wellness check, and consult with the parent about the violation.

Residential Program

MAPCS is one of a few D.C. institutions offering the advantages of residential programs to students. Our residential program provides gender-segregated homes (two male, four female) to students who benefit from the stability of a safe, supportive, and structured environment. We strive for the positive development of attitudes, behaviors, and virtues enabling adolescents to make productive decisions in school and the larger context of the world. Reasons that students join the residential program include excessive tardiness/absenteeism, difficult situations at home, academic challenges, the need for a more structured environment, improved social skills, assistance with college preparation, etc. Residential students participate in programming that includes cultural/social activities, individual and group meetings, workshops, chores, and tutoring. Workshops that have been offered in the past are: How to Choose Your Friends, The Importance of Proper Hygiene, Are you ready for College, Grocery Shopping on a Budget, How to Tie a Tie and many others. Frequent communication between Residential Counselors, school staff, and parents allows for increased student progress and growth. The students in our program are encouraged to develop the academic, social, and life skills needed to be upstanding, responsible citizens. If you are interested in the residential program, contact your child’s counselor or Tuesday Hence, the Director of Residential Programs, for more information. Ms. Tuesday Hence can be reached via email at hence@seeforever.org or phone at 202-379-4335 ext. 1221.

Student Community Service Requirement

At Maya Angelou, we see community service as an opportunity for our students to serve as leaders and change-makers in their own communities. While gaining community service hours is a requirement for graduation, we know that the skills and values in learning about and addressing social justice issues that concern our students will be invaluable experiences as our students strive to become citizens of the world. To that end, students at MAPCS will participate in service-learning projects through elective classes. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Maya Angelou Guiding Principles of Service Learning (100 hours required/25 hours per year)

1. Service is youth-led and student-centered. We believe that our youth have powerful voices that, when given the opportunity, can create meaningful and positive change in their communities. Students will be involved in all levels of decision-making- from identifying issues to planning and taking action.
2. Service is meaningful and addresses a real need or social justice issue in the community. It allows students to gain insight and take action on an issue that directly affects their lives and invokes their passion.
3. Service and learning must exist simultaneously. Students are given opportunities to learn about and research topics that are meaningful to them, giving them a chance to pose questions, challenge perceptions, and develop plans for change. Post-service reflection is key for students to gain a real understanding of the impact they have made both for their community and in their lives.
4. Service provides exposure through linking students' personal experiences, interests, and values to broader community issues locally, nationally, or internationally.

Additionally, for those students who demonstrate ability and interest, they will have an opportunity to connect with community-based organizations to volunteer on a regular basis, with support from our Student Development Specialists and Service Learning Coordinator.

NOTE: Seniors are required to have 100 hours of community service in order to graduate. Each year, students **MUST** complete a minimum of 25 hours in order to remain on pace for graduation. While it is the students' responsibility to obtain these hours, Maya Angelou will provide multiple opportunities to earn hours, both in school and out of school.

Process for approval of acceptable service hours:

Students participating in Service Learning Projects as part of an elective class will receive service hours as determined by the classroom teacher and as approved by the Principal. If students do not complete all aspects of the service-learning project, they will only be given partial credit for the hours they completed.

Students volunteering in non-profit organizations must present a Service Project Plan, including details of the service they will be completing and a timeline to the Service Learning Coordinator for approval of the project. The Service Project Plan must be signed by both the non-profit site coordinator and Service Learning Coordinator. After students complete service hours, students must have a debrief meeting with the Service Learning Coordinator to reflect on their service before service hours can officially be approved.

Students will not be granted credit for service hours that are not connected to Maya Angelou Guiding Principles of Service Learning, as determined by school leadership. For example, students will not receive service hours for babysitting services, completing chores around their house, or other tasks that are not directly related to creating positive change in their communities.

Student Attendance Policies

Attending classes is an essential commitment that each student has made to the school and, more importantly, to themselves. If a student is absent or late, it can negatively affect their learning and the learning of others. The Student Support Specialist (SSS) team leads daily attendance outreach. This outreach consists of making phone calls home, sending letters, and conducting home visits with the goal of understanding barriers to student attendance and identifying solutions and supports. While excused and unexcused absences are distinguished for recordkeeping purposes, it is important to note that missing significant time from school can adversely affect overall student performance.

Truancy

MAPCS knows that a significant percentage of our students come to us having been truant and require a comprehensive approach to helping them become comfortable in the school setting. MAPCS complies with the District of Columbia Compulsory Education and School Attendance Clarification Amendment Act of 2016 and personalizes our approach to attendance monitoring by conducting routine home visits, facilitating parental meetings, convening a Student Support Team (SST) meeting, and recommending students to join our Residential Program, which is prioritized by need and circumstance.

Students who accumulate 10 or more unexcused absences within the school year are considered chronically truant. MAPCS is required to make referrals to city agencies based on student age and the number of unexcused absences accrued.

Below is a breakdown of consequences for repeated absences:

- If a minor student 14 years of age through 17 years of age accumulates **15 unexcused full-day absences**, MAPCS will make a referral to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of the Attorney General within two (2) business days of the 15th absence.
- If a student reaches **20 consecutive unexcused full-day absences**, MAPCS reserves the right to remove the student from the rolls for non-attendance.

Absences will be addressed in the following manner in an effort to strengthen attendance:

Unexcused Absences	School Response / Consequence for Student
--------------------	---

(Full School Days)	
1-2	Phone Call Home
3-4	Letter Home/Home Visit Robocall to Parent/Guardian
5	SST/Truancy Conference Attendance Intervention Plan
6	Home Visit Conducted/Warning Letter Sent
10	Truancy Warning Letter CFSA Referral for students age 13 and under
15	Court Social Services Letter Referral to Court Social Services & Office of the Attorney General
20	Roster Removal Notification Letter*

* MAPCS makes every attempt to engage students and families to regularly attend school. After the prescribed number of absences, various city agencies will engage with your student and your family. In the event that your student accumulates more than **20 consecutive unexcused full-day absences**, MAPCS may, but is not required to, exit the student for non-attendance. When the student and/or family are ready for the student to re-engage in schooling, they may contact MAPCS for the next steps on re-enrollment.

Excused vs. Unexcused Absences for School-Aged Students

The following absences from school are considered excused and must be accompanied by appropriate documentation:

- (a) Illness or other bona fide medical cause experienced by the student;
- (b) Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- (c) Death in the student's family;

- (d) Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- (e) Observance of a religious holiday;
- (f) Lawful suspension or exclusion from school by school authorities;
- (g) Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
- (h) Failure of the District of Columbia to provide transportation in cases where the District of Columbia has legal responsibility for the transportation of the student;
- (i) Medical or dental appointments for the student;
- (j) Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment; and
- (k) An emergency or other circumstances approved by an educational institution.

Excused Absence Documentation

Approved excused absences are considered excused when written documentation (letter, e-mail, or note) is submitted within five (5) school days of the absence. Written documentation received after five (5) school days must be approved by the school administration. Excuse Note forms may also be obtained from the front office or your student's Student Support Specialist. The following is a list of appropriate documentation:

- a. Note from a physician on their letterhead with the date and reason for the absence.
- b. Absence resulting from a court appearance, probation appointment, or absence related to a legal issue or concern that is documented on letterhead from that law affiliated organization.
- c. Appointment with a social service agency/employee on the letterhead for that Organization.
- d. Handwritten note(s) by parent/legal guardian. The note **must** include date(s) of absence(s), the reason for absence, contact phone number, and the student's full name.
- e. Email notification from the parent or legal guardian. The note **must** include date(s) of absence(s), the reason for absence, contact phone number, and the student's full name.
- f. Obituary and/or funeral program of a family member

Unexcused Absences

Unexcused absences are any absence that does not fall into one of the categories listed under the excused absences list. Students who accumulate 10 or more unexcused absences within the school year are considered chronically truant. MAPCS is required to make referrals to city agencies based on student age and the number of unexcused absences accrued.

Tardiness

Classroom instruction is essential for student academic success. Students arriving late to school are considered tardy. In the event that the student will arrive late to school, it is advised that the student or parent/guardian of the minor student(s) call the main office of the school.

Early Departures

Students who need to leave prior to the approved end of their school day must follow the below procedure:

- A parent/guardian must be reachable and verify the approval of early departure. Parents can send a written note for dismissal. In the instance a phone call is made, written communication must immediately follow.
- Any community support worker and/or social worker attempting to retrieve a student must present proper credentials upon arriving at the main office and prior to speaking with a student. There must be documentation on file identifying said community support worker and/or social worker as authorized to have access to the student and/or student records.

A pattern of early dismissals will require an SST referral. Three unexcused early dismissals (Walking out or leaving the building) will be considered an unexcused absence and the student will be scheduled for a parent conference.

Code of Conduct

Academic Integrity and Plagiarism (copying others' work)

MAPCS defines plagiarism as:

- Presenting someone else's work, including the work of other students, as one's own.
- Ideas, images, or original thoughts taken from another source for either written or oral use must be cited correctly and the original author given full credit.

Consequences for Academic Dishonesty/Plagiarism:

- First offense per academic year: The student has to redo the assignment for ½ credit. An essay must accompany the assignment on the importance of submitting authentic work. (Length of essay to be determined by the teacher from the original assignment.)
- Second offense per academic year: The student forfeits the grade from the given assignment and a parent conference is scheduled with the teacher and administration. May include other consequences as determined in parent meetings.
- Third offense per academic year: The student forfeits the grade from the given assignment and may receive a short-term suspension. Further offenses will result in additional suspensions and failure of the course.

Technology Acceptable Use Policy

The Technology Acceptable Use Policy contains general policies for the use of technology along with policies related to the usage of non-Maya Angelou Public Charter School (MAPCS) provided devices, such as personal laptops that access MAPCS systems and/or make use of MAPCS internet technologies. The Laptop Usage Agreement specifically refers to devices provided by MAPCS for educational use by students. The Laptop Usage Agreement must be signed and returned prior to a student being issued a laptop. There is a fifty (\$50.00) dollar fee imposed for any damaged, broken, or unreturned laptop unit.

The MAPCS Acceptable Use Policy applies to all technology resources including, but not limited to: personal computers and devices, school computers, cell phones, video and audio equipment, copy machines, and information storage devices. MAPCS students are expected to use school resources in a considerate, ethical, moral, and legal manner.

All MAPCS technology systems and information stored on them are governed by school policies and are subject to school supervision and inspection whether they reside on school-owned computers or computers or external drives brought on campus by students. MAPCS reserves the right to monitor, access, retrieve and read all messages, information, and files created, sent, posted from, stored on MAPCS laptops, or stored on MAPCS networks. Any student who violates this policy or any applicable local, state, or federal laws is subject to disciplinary action, a loss of technology privileges, and may face legal prosecution.

Acceptable Use on General Computer Use

MAPCS provides computer network access to students who use the access in accordance with the mission and philosophy of MAPCS. Students agree to the following terms as a condition of having network access:

1. **Appropriate Use:** Student use of the MAPCS computer network must be consistent with the philosophy of MAPCS and its educational goals. Misuse includes any Internet conduct on or off-campus that negatively affects the reputation of MAPCS including messages sent, posted, or received that suggest harassment, racism, sexism, and inappropriate language or symbols.
2. **Vandalism/Hacking:** Students will not use their MAPCS access or other internet access to interfere with or disrupt network users, services, MAPCS data or data of another student, or equipment, either locally or off-campus.
3. **Unauthorized Entry:** Students will not access or try to make unauthorized entry to any machine/software accessible via the network or on remote networks. If a student notices a security problem, the student must notify school personnel immediately.
4. **Inappropriate Messages:** Students will not use their MAPCS access to transmit threatening, obscene, or harassing/bullying materials, including chain letters, solicitations, inappropriate photos, or broadcast messages via our network or email system.

5. Inappropriate Material: The Internet contains certain material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Students will not use their MAPCS access to knowingly visit sites that contain this material nor import, transmit and/or transfer any of this material to other computers.
6. School Personnel: Students may not post to websites or blogs, images, photos, or videos of employees of MAPCS. This includes the creation of fan pages or groups on social networking sites.
7. Private Use: Students will not share their MAPCS access or password.
8. Personal Privacy: Students will not communicate their address, phone number, or other personal information to any person or company on the Internet or through email.
9. Unauthorized Programs or Computers: Students may not use, copy, delete, or install any program on a school computer or save any executable program without the permission of school personnel. Students may not use personal laptop computers without prior permission from the Technology Director.
10. Copyright: Students are not to post to websites or blogs any photos or logos that are the property (intellectual property) of MAPCS.

Any unauthorized technology used for the purpose of bypassing security systems, including internet filtering, is not permitted. This includes the use of ssh, proxy-bypass software, remote desktop sessions, and other technologies.

Any costs, charges, liabilities, or damage by misuse of the computers are the individual student's responsibility. Any consequences of service interruption or privacy violation will lead to disciplinary action according to the school student success code.

Permitted Use of Personal Electronic Devices

The use of personal laptop computers, tablets, and mobile devices on campus is a privilege that is subject to the policies in the school student success code and the following rules. All policies set in place in this Acceptable Use Policy continue to apply when a student brings a personal device for use on campus.

1. Students are responsible for securing their devices (laptops, tablets, cell phones, phone chargers, etc.) on campus. **MAPCS assumes no responsibility or financial liability for any damage the student or parent/guardian suffers, including but not limited to theft, physical damage, loss of data, or software malfunctions of a personal laptop computer. If a device/computer appears to have been stolen, the student will immediately report the incident to the Assistant Principal and in some cases, a report must also be made to the police.**
2. The student must adhere to any additional guidelines which the MAPCS personnel may require. **The use of the electronic device may in no way disrupt or distract from the learning environment, including the use of cell phones, MP3 players, etc.**

3. Students may **ONLY** connect wirelessly to the school's network using **ONLY MAPCS** issued technology. Students are not permitted to connect their personal devices to the school network at any time. Devices that do not support this network connectivity are not permitted. All usage must be in accordance with the policies in the Student-Parent Handbook and be consistent with the Mission and Philosophy of MAPCS. Students are strictly prohibited from using peer-to-peer software, file-sharing programs, telnet/ssh, or messenger programs as well as other resources/network-intensive applications. The use of network monitoring software or applications considered intrusive by the school is considered to be a serious offense and will result in disciplinary action articulated in the school student success code.
4. The student is responsible for coming to school with a fully charged device and may not connect to any classroom outlets for charging their device without adult permission.
5. Student use of a personal laptop on campus must meet the requirements of the Acceptable Use Policy. Laptops are not to be used for games, chat, DVD viewing or other forms of entertainment.

This Laptop Acceptable Use Policy is intended to promote responsible use and protect students and the school from liability resulting from any misuse of the school-issued laptop. Technology, on or off-campus, must be used in accordance with the mission and philosophy of MAPCS as well as the Acceptable Use Policy for Technology. Teachers and Student Development Managers (SDM) may set additional requirements for use in their respective classes.

MAPCS laptops remain the property of MAPCS at all times. Therefore, there is no assumption of privacy. MAPCS reserves the right to inspect student laptops at any time during the school year. Misuse of the laptop may result in disciplinary action up to and including reimbursement of a damaged device.

Above all, the laptop program at MAPCS is an academic program, and the policies governing the use of the laptop support its academic use. To maintain the integrity of the laptop program, all students and parents/guardians must acknowledge and agree to the following conditions of use:

I. Laptop Distribution and Care

1. Students must not have food or beverages anywhere in the vicinity of the assigned laptop.
2. The laptops issued to students are the property of MAPCS and are made available as learning tools.
3. Students will be issued their laptops at the beginning of the school year. The laptops are to be returned at the end of each School Day or session, depending on the mode of instruction for the day.
4. Students are responsible for knowing how to properly operate and protect the laptop. This includes not leaving the laptop in a location where it can be damaged by cold, heat, or moisture.

5. Students/parents are solely responsible for the care and security of student laptops. **LAPTOPS MUST NEVER LEAVE THE ASSIGNED PUPIL LEARNING COMMUNITY (PLC).**
6. If a laptop is damaged or malfunctions, students must report the damage to their teacher or support staff as soon as possible (before the end of the school day) for evaluation. If a student damages the laptop (outside of reasonable wear and tear), **the students/parents are responsible for the expense of repairing or replacing the device.**
7. If the laptop is lost or stolen, the student must report the incident to a staff member immediately. In the case of theft, **students/parents are responsible for replacing the lost or stolen laptop at his/her own cost.**
8. Students are not permitted to repair, alter, modify or replace laptops without express authorization from MAPCS. Under no circumstance will MAPCS replace or repair a student laptop without the required payment from the student/parent.
9. Laptops must remain free of any writing, drawing, stickers or labels that are not the property of MAPCS.

II. General Expectations

1. Students are responsible for understanding and adhering to all Acceptable Use Policy for Technology regulations from the Student-Parent Handbook relating to the use of technology in addition to this laptop Agreement.
2. Students may not remove or circumvent the management system installed on each laptop. This includes removing restrictions or “jailbreaking” the device.
3. Students may only connect to the Internet via the wireless network provided by MAPCS while on campus.
4. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
5. Earphones will be issued to each student for use with the laptop as needed. The earphones must be returned at the end of the class period or learning session depending on the instructional model of the day.

IV. Prohibited Use

1. Leaving the laptop unattended.
2. Exchanging laptops with another student.
3. Allowing other students to retain or remove the laptop from their presence.
4. Copying certain Internet materials or reproducing or transmitting materials without the permission of the author or other right-holder.
5. Plagiarizing academic materials. It is the student’s responsibility to respect and adhere to all copyright, trademark, and other intellectual rights and trade secret laws.
6. Using the laptop for any action that violates existing school rules or public law.

7. Creating, accessing, or distributing offensive, profane, bullying/threatening, pornographic, obscene, rumors/gossip, sexually explicit, or other content not aligned with the school's mission and philosophy.
8. Use of chat rooms, (**social media "live" features**) or messaging services not authorized by the teacher for academic use.
9. Accessing sites selling term papers, book reports, and other forms of student work.
10. Spamming: sending mass or inappropriate emails.
11. Gaining access to other student's accounts, files, and/or data.
12. Use of the school's internet/e-mail accounts for financial or commercial gain or for any illegal activity.
13. Bypassing the MAPCS web filter through a web proxy.
14. Sharing passwords, addresses, or other personal information on the Internet without the authorization of a parent or school representative.
15. Using or possessing hacking software.

V. Precautions

1. In consideration for receiving the laptop from MAPCS, each student and his or her parent or legal guardian agrees not to sue and hereby releases, waives, discharges, holds harmless, indemnifies, and defends MAPCS, as well as their respective employees, personnel, staff, volunteers, agents, directors, affiliates and representatives, from any and all liability, losses, damages, claims, actions and causes of action of every nature for any and all known or unknown, foreseen or unforeseen, bodily or personal injuries, property damage, or other loss, whether claimed by the student, parent, legal representative, or any third party, relating in any way to the use of the laptop furnished by MAPCS to the student.
2. This laptop Acceptable Use Policy applies to MAPCS students at all times, whether or not the students are on campus, as MAPCS students are school representatives at all times.

Cell Phones and Personal Electronic Devices

Students are authorized (with their teacher's permission) to utilize personal technology **in an instructional assistive manner (ex. calculator, google searches, dictionary). Personal student technology must not interfere with the instructional environment. Constant disruption of the instructional environment will result in disciplinary consequences.**

When a student is found using their device in a non-instructive manner, the student will be asked to surrender his/her device to MAPCS personnel or put the device away. Behavior personnel will return the device at the end of the day. Refusal to follow instructions will result in a response

from the student success code. After five (5) incidents in a quarter, a parent or guardian will be required to attend a conference and retrieve the device.

MAPCS does not assume responsibility for the security of student personal technology that has not been confiscated by the school.

Cell Phone Policy

All cell phones entering the building must be turned off.

This policy regulates the use of cell phones and other electronic signaling devices in order to ensure uninterrupted instruction, safety, decreased bullying, and reduction of theft.

- Students and staff may bring cellphones to school; however, the purpose of this policy is to regulate their use so that such use does not interfere with instruction, safety, or work for which the individual has been hired.

Using an honor system, students are expected to adhere to not using phones during classroom instruction, lectures, town hall meetings, workshops, hallways, and during transition periods to include stairwells. Students violating the cell phone usage policy will be given a warning by the teacher or staff member. Should the student continue to violate the policy, the student will be escorted to Post 1 to place their cell phone in the cell phone locker.

Cell phones, while they provide a great source of communication for families, can also be disruptive and a source of safety and security issues in the school. Any parent needing to contact a student may call the main office and students may make emergency calls from the main office or counselor suite.

The following actions are a few examples of what will be considered cell phone violations and are subject to consequences.

- Playing music that is disruptive to the classroom and instruction
- Talking on the phone while in class that becomes a disruption
- Using the cell phone to record a student, or staff without permission
- Watching movies/videos
- Engaging in social media

Students not adhering to the cell phone policy may be subjected to the following:

- First offense - Verbal warning from Maya staff and documented in Powerschool School.
- Second offense - The student will receive a Behavioral Referral form that may refer to the student for additional consequences.
- Third offense - Students will be escorted to Post 1 to place the cell phone in cell phone lockers.

- Fourth offense - Parent conference will be set up for parent conference with an administrator.

Hallway Protocols

Once dismissed from class, students must show respect for themselves, others, and their surroundings. Students have five (5) minutes to arrive in their next classroom. Students who are late to class will be documented in our database and may be required to attend tardy hall. After three tardies, a student may receive a consequence, which may include an after school detention or other positive behavior intervention to make up for lost instructional time

Leaving Class

Students must obtain an official MAPCS hall pass and sign out of class before exiting a room and or office. Students must return to class in a timely manner and must sign back in. Staff will not write or issue passes for students they are not currently monitoring. Students are expected to be respectful and quiet at all times so that they do not interrupt instruction. Most importantly, students who leave class without permission will receive consequences as outlined in the student success code.

Language

We expect all students and staff to refrain from using inappropriate language, gestures, or body language that may offend others. MAPCS is a learning environment that encourages students to use language appropriately to express opinions, provide feedback and ask questions. Students who choose to repeatedly use inappropriate language will receive consequences in accordance with the student success code.

Smoking

There is absolutely no smoking in the building (to include bathrooms, stairwells) or within 100 yards of the building at any time. This includes any field trips or activities, which are sponsored by MAPCS.

Drugs and Alcohol

Students who appear to be under the influence, caught using, selling, or possessing illegal substances will be apprehended swiftly and will receive appropriate consequences to include parent notification for early dismissal. The Maya Angelou Public Charter High School Student Success Code has explicit and strict consequences for the behavior of this nature. Maya Angelou Learning Center is a drug-free zone, which includes 1000 yards around the campus. Within this

zone, legal penalties are stricter than in other public areas. DC law mandates consequences for drug possession and distribution on school property.

This is a serious situation that threatens the safety of the entire community. Students will be required to meet with a counselor and will receive a referral to a community-based agency for therapeutic support. Multiple offenses will require a parent meeting and could include other disciplinary action.

Provided School Meals

MAPCS provides nutritious meals in compliance with the DC Healthy Schools Food Act of 2010. If students choose not to consume provided meals, they may bring meals prepared at home. All meals must be consumed in the school cafeteria/classrooms unless taking place in a special event sanctioned by administration. Additionally, students are prohibited from warming food in the offices of adults. **Students are not permitted to order food to be delivered to the school.**

Weapons

Weapons of any kind are not permitted in school or the surrounding 100 yards of school property under any circumstances. MAPCS identifies weapons as, but not limited to, lighters or other flammable items, tasers, mace, guns, sticks, bricks, rocks, pipes, razor blades, laser lights, brass knuckles, box-cutters, knives, pencils, pens, scissors or any item that can be used to inflict physical harm and/or has potential violent use. Weapons also include any animate or inanimate object, even if designed for non-violent purpose, with potential violent use if, given the circumstance, the student is carrying the object for threat or use as a weapon.

Weapons shall be classified as a Tier 2 and Tier 3 level of the infraction (defined by the High School Principal or designee). MAPCS staff reserves the right to determine what is considered a weapon upon inspection. If a student brings the aforementioned or any other weapons to school, long-term suspensions or expulsion may follow. Any student found in possession of or found to have brought a gun onto school property will be referred to MPD followed by a recommendation for long-term suspension or expulsion.

Chemical Dispensing Device

A student shall not possess on school property or at any school-sponsored event or activity a chemical dispensing device that is designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. Any instance(s) of chemical dispensing device use on school property or any school-sponsored event or activity will be subject to disciplinary action as outlined in the student success code.

Domestic (Dating) Violence

The term “dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the student victim. Violence is considered to be physical in nature, but also includes verbal, bullying (cyber), and threat towards the student victim(s). MAPCS does not tolerate domestic violence. Any instance(s) of domestic violence on school grounds or school-sponsored events or activities will be subject to disciplinary action as outlined in the student success code.

Bullying

Bullying is any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal. Bullying is also defined as an intentional and unwelcomed electronic (cyber), written, verbal, or physical act, or series of acts. It is directed at another student group of students that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; intellect, religion; ancestry; national origin; gender; sexual orientation; gender identity.

Bullying also occurs when a student or group of students intentionally or unintentionally organize a campaign or target another student or groups of students maliciously by spreading rumors, harassment, and or purposely following a student as a means of threatening the student or group of students. Please refer to Appendix I for Anti-Bullying Protocol and Prevention.

Cyber Bullying

Bullying that is done through the use of any electronic communication device, including through the use of cellular or other types of telephone, a computer, a camera, electronic mail, text messaging, social media, or any other internet-based application.

MAPCS does not tolerate any forms of bullying. Any instance(s) of bullying on school grounds or school-sponsored events or activities will be subject to disciplinary action as outlined in the student success code.

School Behavior Management, Safety, and Security

The Maya Angelou Public Charter Schools have specific expectations for students of the Maya Angelou Public Charter High School. Furthermore, guidance interventions, supports, and consequences are also outlined.

In addition, MAPCS integrates all of the supports and services of the school when addressing student behavior. The intention is to ensure that all supports have been utilized to understand the nature of an issue or problem BEFORE it escalates. MAPCS Behavior Management policies will be reviewed in greater detail at Student Orientation and on the first day of school, but should you have any questions, please do not hesitate to ask.

School Behavior Management, Safety, and Security and Students with Disabilities

Please note that the Student Success Code will be applied to students with disabilities in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS' procedures when disciplining students with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, the Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting the Special Education Department at 202-379-4335.

Campus Security

Security guards partner with school staff to ensure the safety and security of the entire Maya Angelou Learning Center (MALC). Please report any concerns about security to the Principal and or the leadership team. Under no circumstances should students or parents communicate concerns to security officers, without informing a MAPCS staff member.

Entering and Exiting the Building

Students will enter the building through the 1st Floor student entrance, located on the corner of East Capitol Street and 57th Place, NE. After being scanned (see "scanning" below) by Security Officers, students will walk to the 3rd floor (for breakfast) or to their classrooms. Students must receive permission from their parents in order to obtain a pass to leave the building. Students who leave the building without permission will receive a tier 1 consequence accompanied by parental contact.

To exit the building, students will use the 1st-floor Main entrance. Because we share the building with other schools, it is extremely important that students follow the designated path, described here, for entering and exiting the building. This way, students will not disrupt campus traffic, transitions, and schedules.

Scanning

For the safety of the building, all students, school visitors, and their belongings are screened whenever students enter the building. During this process, the student may be asked to open bags or other packs. Students may also be asked to submit to a closer inspection in which a Security Officer uses a handheld scanner.

We want each student to remember to be respectful of the scanning process, as every effort is being made to treat each student with respect. Keep in mind that the purpose of scanning is to ensure every student can learn in an environment that is safe and secure.

Student Identification

MAPCS students will be issued a photo identification card that includes their name, photo, and student ID number. All students will be required to take a photo and maintain their school IDs. Students must scan their ID card or enter their student identification number when entering the building and accessing the assigned lunch period. Student ID must be visible to staff and security personnel on lanyards at all times while in the building. Lost ID cards will be re-issued at the leisure of the Facilities Manager at a specified date and time.

Applicability

Maya Angelou Public Charter School Student Success Code is applicable for all students in the following situations:

1. When the student is on school grounds, situations brought onto school grounds following travel to and from school, or off school grounds participating in or attending any school function or activity, including field trips, class trips, extracurricular activities, or athletic contests that are sponsored by or are under the auspices of MAPCS;
2. When the student is off school grounds and traveling on transportation provided by MAPCS and the activity involves any conduct prohibited by this chapter;
3. When the student commits a prohibited offense that occurs during before-school or after-school MAPCS sponsored programs;
4. When a student has committed a prohibited offense off school grounds or outside regular school hours that results in a significant disruption to the school environment.
5. All students, whether of compulsory (5-17) or non-compulsory (18 and over) age are governed by MAPCS Code of Conduct Disciplinary Responses and Interventions for Student Success.

Student Success Code

- The intent of the interventions and disciplinary responses outlined below is to repair harm/wrongdoing done to individuals or groups within the school community and are intended to serve as guidelines to be used with administrative discretion. Administrators, teachers, and staff will work to apply disciplinary responses in a consistent and equitable manner.
- Students will be provided with classwork and assignments in the instance that they receive an out-of-school or in-school suspension. Students are responsible for completing classwork and assignments when sent home for suspensions. Parents/homes without access to the internet/computers must contact MAPCS to obtain assignments by alternate means or to receive assistance with internet access.

- We invite and encourage parents to attend a conference for their student who is reentering school after serving a suspension for 3 or more days.
- Short Term, Long Term, and Expulsion Recommendations decisions can be appealed by contacting See Forever Foundation with an appeal hearing request. Expulsion recommendations not appealed will be valid on the date identified on the form.

General Conduct

1. Students will be treated with respect at all times.
2. Students will be treated fairly regardless of race, sex, sexual orientation, gender, identity, age, or religion.
3. Staff will maintain appropriate boundaries when in positions of authority over students.
4. Staff will avoid affection with students that cannot be observed by others.
5. Staff will not discuss their sexual encounters or personal matters with or around students in any way.
6. Staff will not date or become romantically involved with students.
7. Staff will not order any outside food on behalf of any student.
8. Staff will not share any social media accounts and refrain from all social media activities with students.
9. Staff will not use or be under the influence of alcohol or illegal drugs in the presence of students.
10. Staff should not transport any students without authorization from a parent and the Principal and or his designee.
11. Staff will comply with the program's policies regarding interactions with students outside of the program or school environment.

Definitions

Out-of-school Suspensions

If a student is suspended, the student is removed from the school environment for up to 10 days. The Principal or their designee will determine the length of suspension based on the severity of the infraction. The issued suspension will become effective immediately unless otherwise noted by the Principal or their designee. Students may be issued a short-term suspension of 1-5 school days or a long-term suspension of 6-10 days.

Students are provided with classwork and assignments to complete during their time out of school. During an out-of-school suspension, a student can not return to school grounds unless prior approval is obtained from the Principal or the Principal's designee. For minor **infractions**, a conference with the parent/legal guardian is suggested prior to returning to the school environment.

Reflection Periods

Reflection periods are temporary opportunities for students to be away from the classroom for minor infractions. A student who received a reflection period remains in the school building during instructional hours, but is removed to a separate location for one (1) period. All students with special education or section 504 accommodations, supports or assigned paraprofessionals will continue to receive the same support during the reflection period. During reflection periods, students will receive their classwork and assignments and are expected to complete their work during the reflection period.

In-School Suspensions

A student who receives an in-school suspension (ISS) remains in the school building during instructional hours, but is removed to a separate location. ISS is regarded as a temporary removal from regular classes for the student. The student also loses extracurricular activities during in-school suspension. The Principal or their designee assigns ISS and the length of ISS is determined by the severity of the infraction. All students with special education or section 504 accommodations, supports or assigned paraprofessionals will continue to receive the same support during the reflection period. Students in ISS will receive their classwork and assignments and are expected to complete the classwork and assignments.

Expulsion

An expulsion is the removal of a student from MAPCS. Expulsion is typically a result of extreme violations of the student success code. Recommendations for expulsion can be made by the Principal at their discretion.

Notice of Disciplinary Action

Parent engagement and communication is critical through the student discipline process. Except in cases of emergency suspensions, **no student may be suspended or expelled, including on-site suspension, without prior written notice of the proposed disciplinary action to the adult**

student or minor student’s parent or guardian. The written notice must be provided either in person, through email, certified mail, or hand-delivered mail with a signature receipt. Disciplinary notices must be mailed to parents/guardians within 24 hours.

The Maya Angelou Schools have specific expectations for students of the Maya Angelou Public Charter High School. Furthermore, intervention, support, and consequences are also expressed in accordance with the Student Fair Access to School Amendment Act of 2018. The High School’s approach to behavior and discipline are rooted in both the use of trauma-informed and restorative practices.

Please note that prior written notice of disciplinary actions regarding students with disabilities will be provided consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS’ procedures when disciplining students with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, the Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Patricia Richardson, Director of Special Education, at prichardson@seforever.org

Below are the MAPCS – High School Behavior Tiers and the possible interventions/consequences.

Tier 1

Tier 1 behaviors are those behaviors that cause minor disruptions to the academic environment but do not involve major damage (\$501+) to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses or restorative practices that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.

Behavior	Possible Interventions/Consequences:
1.1 Dress code violation	<ul style="list-style-type: none"> ● Verbal redirection or reprimand ● Teacher/student conference ● Parental contact in writing or by phone ● Teacher/Parent conference ● Temporary removal of student from classroom for conversation ● Behavior contract
1.2 Harassment	
1.3 Disrespecting staff	
1.4 Disrupting the learning environment	
1.5 Food/Drink in class	
1.6 Inappropriate use of technology	

1.7 Inappropriate language	<ul style="list-style-type: none"> ● Restorative conference (with the harmed person) ● Clean up duty ● Reflection Period ● After school detention ● Saturday detention ● In-School Suspension (except for late arrivals to school and dress code violations) ● Other school-based consequence or restorative practice as approved by the Principal or their designee
1.8 Late arrival to school	
1.9 Cell Phone violation (Use)	
1.10 Exiting the building without permission	
1.11 Insubordination	
1.12 Unexcused lateness to class	
1.13 Inappropriate use of cell phone	
1.14 Plagiarism	
1.15 Property damage, including graffiti (under \$500)	
1.16 Skipping/Leaving class without permission	
1.17 Theft	
1.18 Suspicion of possession or use of drugs (indicated by visual or olfactory)	
1.19 Uniform violation	
1.20 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	

Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors may result in school-based consequences, short or long-term suspension, or, if severe, expulsion.

Behavior	Possible Interventions/Consequences:
-----------------	---

2.1 Disrespecting staff	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or administrator/student conference • Parental contact in writing or by phone • Administrator/parent conference • Temporary removal of student from classroom for conversation • Behavior contract • Reflection essay • Restorative conference (with the harmed person) • Clean up duty • After school detention • Suspension or temporary removal from Residential program (Resi) • Saturday detention • In-School Suspension • 1-5 day short-term suspension with student contract • 6-10 day long-term suspension with student contract • Other school-based consequences as approved by the Principal or their designee • A recommendation for expulsion is contingent on the severity of infraction
2.2 Inappropriate or disruptive physical contact between students	
2.3 Intentional misuse of school equipment/supplies/facilities	
2.4 Inciting others to commit violence	
2.5 Bullying	
2.6 Throwing objects that may cause injury or damage property	
2.7 Assault/ (verbal or physical) / fighting	
2.8 Sexual harassment	
2.9 Exiting the building without permission	
2.10 False fire alarm	
2.11 Trespassing	
2.12 Participation in violent neighborhood (jumping) activity that compromises the safety of anyone in the school community	
2.13 Weapons possession*	
2.14 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school	

- Weapons (Tier 2) include but are not limited to lighters or Tasers, mace, guns, sticks, bricks, rocks, pipes, razor blades, laser lights, brass knuckles, box-cutters, knives (5.5 inches or less), a pencil, scissors or any item that can be used to inflict physical harm or that is not classified as a gun, or an object with a sharp edge. MAPCS staff reserves the right to determine what is classified as a weapon upon inspection.
- If a student brings these or any other weapons to school, serious consequences including long-term suspensions or expulsion may follow.

property, or may cause minor harm to self or others	
2.15 Documented pattern of persistent Tier 1 behavior	

Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either short or long-term suspension or expulsion.

Behavior	Possible Interventions/Consequences:
3.1 Group fight (Jumping another student)	<ul style="list-style-type: none"> • 1-5 day short-term suspension with student contract • 6-10 day long-term suspension with student contract • Other school-based consequences as approved the Principal or their designee • 11-45 day suspension and student contract. Per approval of the Chief of Schools or designee • Suspension or removal from Residential program (Resi) • Involvement with Law Enforcement
3.2 Bomb Threats	
3.3 Illegal Drugs (Selling, Distribution, Consumption)	
3.4 Bullying	
3.5 Sexual assault	
3.6 Dating Violence (Domestic Violence)	
3.7 Sexual Harassment	
3.8 Staff assault	
3.9 Staff Threats (verbal or physical)	
3.10 Weapons (Usage) **	

3.11 Gambling	<ul style="list-style-type: none"> • Expulsion <p>**Weapons (Tier 3) here is distinguished by intent to use weapon (loaded or unloaded gun, bringing weapons beyond security screening area, hidden on their person) MAPCS staff reserves the right to determine what is classified as intent.</p>
3.12 Property Damage over \$500, including graffiti	
3.13 Chemical dispensing device (Possession or Use)	
3.14 Robbery/theft (Staff or Student related)	
3.15 Any form of intimidation to include sharing of photos, social media page, text messaging, verbal (Staff or Student related) 3.16 Unauthorized use of the internet involving inappropriate sites	

- The above responses to the violation of the student success code are applicable to the school campus, situations brought onto school grounds following travel to and from school, and school sponsored activities **off site or away from campus**.
- Cyber-bullying or social media libel are police matters to be handled by parents and not the responsibility of the school.

Please note that the High School Student Success Code will be applied to students with disabilities in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS’ Procedures when disciplining students with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, the Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Patricia Richardson, Director of Special Education, at prichardson@seeforever.org.

Releasing students from school for proposed and approved suspensions

Students under 14 years of age who have been suspended or expelled are not permitted to leave school grounds unless accompanied by parent/guardian.	Students ages 14-17 years of age who have been suspended or expelled are not permitted to leave school grounds unless parent/guardian has been contacted.
---	---

Any and all communication with parents will be documented in PowerSchool. If the parent or guardian of a student who has been suspended cannot be contacted by phone or in person before the next school day, and the student arrives at school, he or she must remain in the building until a parent or guardian can be contacted and given a reasonable opportunity to arrange for proper supervision of the student or until the end of the school day. The student may be separated from other students and must be appropriately supervised during this time. Any such day will count toward fulfilling the terms of the student’s suspension.

Except in cases of immediate emergency suspensions, students shall remain in their regular assigned classroom or education setting until the final determination of the suspension has been made. Criteria for Emergency Suspensions are below:

Emergency Suspensions

Criteria: An emergency suspension is defined as a removal of a student in a situation where: The behavior of an individual student is so disruptive or dangerous that he/she poses a very real and immediate threat to the health and safety of other members of the school community, or to the ability of the school community or the school or portion thereof to continue normal operations.

Please note that any emergency suspensions applied to students with disabilities will be conducted in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS’ Procedures when disciplining students with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, the Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Patricia Richardson, Director of Special Education, at prichardson@seeforever.org.

Due Process

Due Process is defined as the regular administration of the law, according to which no student may be denied his or her legal rights and all laws must conform to fundamental, accepted legal principles. It is required that all disciplinary procedures and decisions be made in a timely and equitable manner. Violation of a student’s due process can lead to denial of proposed discipline.

Manifestation Determination Process

- Upon the Principal's recommendation for expulsion for a student with disabilities or if a student with disabilities is approaching their tenth (10th) suspension day, or the student with disabilities is suspended past ten (10) days the Special Education Team contacts the student's parent to schedule a manifestation determination meeting as soon as possible.
- The purpose of this meeting is to determine whether the grave infraction the student committed was or was not a manifestation of his/her disability.
- The meeting's attendees are: Special Education Case Manager (facilitator), Special Education Director, School Administrator, Counselor, General Education Teacher, Parent, and Student.
- The school provides the student and parent with a copy of our Procedural Safeguards prior to the start of the meeting and gives them time to review.
- Meeting Agenda Item 1: The student's attendance, academic progress, and behavioral history are discussed (relevant records and data are reviewed at this time).
- Meeting Agenda Item 2: The School Administrator details the infraction(s) that violated the school's Student Success Code and resulted in a recommendation for expulsion.
- Meeting Agenda Item 3: The student and parent provide their description of the infraction/incident.
- Meeting Agenda Item 4: The Special Education Case Manager asks two questions:
 - [1] Was this infraction a result of the school's failure to implement the student's IEP? YES OR NO
 - [2] Was this infraction a result of the student's disability? YES OR NO; the entire team of staff in attendance comes to a consensus to determine the YES or NO response to the aforementioned questions.
- IF THE ANSWER IS NO FOR QUESTION 1 AND 2: The group determines that the infraction is NOT a manifestation of the student's disability and an expulsion hearing is scheduled (sometimes held directly after the manifestation determination for scheduling purposes) or the originally assigned consequences continue.
- IF THE ANSWER IS YES TO QUESTION 1: A re-entry meeting is scheduled so the student can return to school as soon as possible; further interventions are put in place during the re-entry meeting to help the student succeed.
- IF THE ANSWER IS YES TO QUESTION 2: The group determines that the infraction IS a manifestation of the student's disability; a re-entry meeting is scheduled in order to determine interventions the team should put in place to help the student succeed OR in the case of extreme infractions (i.e., staff assault, peer assault, possession or use of serious weapon on school grounds, possession or use of drugs on school grounds, etc.) the team reserves the right to recommend a 45-day placement or change of placement to be approved by the MAPCS Chief of Schools.
- The Director of Special Education documents the parent's agreement or non-agreement with the team's decision..

Appeals

Parents and guardians have the right to appeal disciplinary decisions regarding their student **within 3 school days of the issued consequence. Appeals should be submitted via written documentation. Phone appeals will be granted on a case by case basis.** During the hearing, the parent or guardian, or adult student may present their argument for the requested appeal.

Requests for appeals for tier one (1) and two (2) infractions will be addressed by the Principal. When requesting an appeal, contact the school's main office 202-379-4335 to be given an appeal date.

Parents requesting appeals for tier 3 infractions will request an appeal hearing with the Chief of Schools by contacting the school's main office at 202-379-4335.

An appeal meeting will be set within seven (7) school days of receipt of the appeal request. The appeal meeting will be held within seven (7) school days from the date of hearing being set. Appeal meetings will be led by either the Principal and/or their designee or the Chief of Schools and/or their designee.

Please note that any disciplinary action taken regarding students with disabilities and related requests for appeals will be conducted and reviewed in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS' Procedures when disciplining students with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, the Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting the Special Education Department at 202-379-4335.

Should a parent/guardian be unable to resolve an issue at the school level with the building Principal, they should contact:

Azalea Hunt Speight
Chief of Schools
Maya Angelou Public Charter Schools
5600 East Capitol Street, NE
Washington, D.C. 20019
aspeight@seeforever.org
202-379-4335

Should a parent/guardian be unable to resolve an issue with the Chief of Schools, they should contact:

Clarisse Mendoza Davis, Ed.D.
Chief Executive Officer
See Forever Foundation-Maya Angelou Public Charter Schools

5600 East Capitol Street, NE
Washington, D.C. 20019
cmendoza@seeforever.org
(202) 797-4335

Should a parent/guardian be unable to resolve an issue with the Chief Executive Officer, they can contact the MAPCS Board at:

Peter Leone
Board Chair
Maya Angelou Public Charter Schools
mapcsboard@seeforever.org

Grievance Procedures

It is the policy of Maya Angelou Public Charter Schools (MAPCS) to treat all students and members of the school community in a fair and impartial manner. MAPCS values the input and participation of students, parents/guardians, employees and community members. MAPCS strives to work harmoniously with the entire school community in solving problems or concerns. However, we also understand there may be a time when a member of our school community needs to file a complaint. When complaints or concerns arrive, they should be solved at the school level first.

Wherever possible, MAPCS urges members of the school community to first attempt an informal complaint prior to submitting a formal complaint. Informal complaints can be submitted to the following:

- Principal
- Assistant Principal
- Dean
- Teacher

If the informal process does not yield results, members of the school community are entitled to file a formal complaint. To initiate the formal complaint process, the complaint must be received in writing and submitted to the Principal (High School) or YALC Director (Young Adult Learning Center). Written formal complaints should be submitted within 90 days of the alleged issue or within 90 days of receiving an unsatisfactory response to an informal complaint. When the written complaint is received, the following will occur:

- The Principal/YALC Director will review the complaint and will contact you within 5 school days to schedule a meeting to further discuss the complaint, if needed. The meeting will be scheduled within 10 school days of receipt of the written complaint, if needed.
- The Principal/YALC Director or their respective designee will investigate the complaint and provide findings to the Principal/YALC Director.

- Within 30 days of receipt of the written complaint, you will receive a summary of findings based on the investigation and a determination on whether the complaint was substantiated.

In the instance where you disagree with the results of the investigation or your written formal complaint has not been addressed within the time specified above (30 days), complaints can be escalated to the Chief of Schools.

Azalia Speight
Chief of Schools
Maya Angelou Public Charter Schools
5600 East Capitol Street, NE
Washington, D.C. 20019
aspeight@seeforever.org
202-379-4335

You must submit a written request for the Chief of Schools to review your complaint within 10 school days of receiving the summary of findings OR within 10 school days of not hearing from the Principal/YALC Director or their designee. The Chief of Schools or their designee will review the written complaint and all relevant materials. A determination on whether the complaint was substantiated will be provided within 7 school days of submission of the written complaint to the Chief of Schools.

In the instance where you disagree with the decision made by the Chief of Schools, you may contact the Chief Executive Officer (CEO) for an appeal. The written complaint and supporting materials may be submitted to:

Clarisse Mendoza Davis, Ed.D.
Chief Executive Officer
See Forever Foundation-Maya Angelou Public Charter Schools
5600 East Capitol Street, NE
Washington, D.C. 20019
cmendoza@seeforever.org
(202) 797-4335

The CEO will review all materials and will provide a determination within 7 school days of submission of the written complaint to the CEO.

If you remain unsatisfied with the resolution reached by the CEO, you may submit your request for an appeal, written complaint and all supporting documentation to the Maya Angelou Public Charter School Board at:

Peter Leone
Board Chair

Maya Angelou Public Charter Schools
mapcsboard@seeforever.org

The MAPCS Board will review all materials and will provide a determination within 10 school days of submission of the written complaint to the MAPCS Board.

All formal complaints must adhere to the policy above.

Notice of Procedural Safeguards for Students And Families

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

Azalia Speight
Chief of Schools
Maya Angelou Public Charter Schools
5600 East Capitol Street, NE
Washington, D.C. 20019
aspeight@seeforever.org
202-379-4335

Anyone who believes that Maya Angelou Public Charter School has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act can submit a complaint pursuant to Maya Angelou Public Charter School's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

Azalia Speight
Chief of Schools
Maya Angelou Public Charter Schools
5600 East Capitol Street, NE
Washington, D.C. 20019
aspeight@seeforever.org
202-379-4335

Peter Leone, MAPCS Board Chair
mapcsboard@seeforever.org
600 Pennsylvania Avenue SE, Suite 210
Washington, DC 20003

Family Education Rights and Privacy Act (FERPA) at MAPCS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

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

1. The right to inspect and review the student's education records within 45 days after the day the MAPCS receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the MAPCS to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school 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 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 provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school

official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility as outlined in his or her job description or contract agreement. Information within the education record can not be used for areas outside of the school official's responsibilities or contract agreement.

4. The right to withhold disclosure of directory information. At its discretion, MAPCS may disclose basic directory level information that is not considered harmful or an invasion of privacy without the consent of students or parents. Directory information includes:
 - a. Student Name
 - b. Student Address
 - c. Student Date of Birth
 - d. Grade Level
 - e. Student contact telephone numbers
 - f. Honors and Awards
 - g. Dates of Attendance and Enrollment Status
 - h. Participation in officially recognized activities and sports

Parents/Guardians or students age 18 or older may instruct Maya Angelou Public Schools to withhold any or all of the information identified above by submitting a request in writing to the Director of Accountability at Maya Angelou Public, 5600 East Capitol Street, NE Washington, DC 20019 or to data@seeforever.org.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the MAPCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

The Maya Angelou PCS Family Involvement Policy

The Maya Angelou School will involve parents in regular, two-way, meaningful communication about student academic progress and other school activities ensuring parents and families:

1. That parents play an integral role in assisting their child's learning
2. That parents are encouraged to be actively involved in their child's educational progress
3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on parent focal committees to assist in the education of their child.
4. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.
5. The school will make the School Parental Involvement Policy available to the local community.

The Maya Angelou School agrees to implement requirements to:

1. Involve parents in the joint planning and development of the district's Title I plan through representation on the See Forever Foundation board and participate in quarterly meetings.
2. Involve parents in a Review meeting of the Title I Program and use the results of the Annual Review to address any identified barriers to parental participation. The Title I review will take place at the beginning of the school year during New and Returning Family Orientation. Involve parents in the implementation, and review of the Family-Student School Handbook. The handbook will be discussed and signed during New and Returning Family student orientation. The Family-Student handbook will also be posted on the school's website.
3. Involve parents in the planning and development of effective parent involvement activities or in the Parent Focal Committee. Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind.

Build the schools' and parents' capacity for parent involvement by:

- Providing families with information on state standards, assessments, Title I, monitoring their child's progress, and working with educators.
- Information will be provided during quarterly progress notices, at parent-teacher conferences, in the newsletter, and on our website.

Provide materials, resources, and training to help parents work with their children to improve social/emotional and academic achievement. Resources will be provided in newsletters and

communications, through the school Alert Call system, and in the Family and Community Engagement Center.

- Parent/Family training and education nights will be planned each year based on the family needs and may include a family Literacy Night, Math Night, Attendance & Tardy, etc.
- Communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, annual Title I meetings, school newsletters, a bi-annual parent survey, Family-Student School Handbook, and parent-teacher conferences.
- Parent-teacher meetings will be scheduled at any time, as requested by parents and or staff.
- Coordinating parent involvement activities

Family Involvement Activities

Family Involvement Statement

As part of the collaborative effort at Maya Angelou Public Charter School (MAPCS) we strongly believe that your role as Parent/Guardian is crucial. It is important that your child see you support them in their drive for academic excellence. Therefore, we ask that you commit **10 hours of volunteer service** for the school year. We at MAPCS realize that our Parents/Guardians do work or have other obligations. For your convenience, we have provided a list of mandatory and suggested activities that will help you achieve the **required** hours. This approach will enable the staff, parents, and students to work towards a unified goal of academic and personal excellence.

Mandatory Activities List:

- Attend Back to School Night (TBA)
- New and Returning Family Orientation
- Attend Student-Led Parent/Teacher Conference (at least four times per year)
- Volunteer for any MAPCS sponsored activity/event (*Ex. Chaperone a field trip or help during lunch*)
- Attend all meetings convened by the school to address the unique needs of your student
- Attend PowerSchool training (Back to School Night)

Suggested Activity List:

- Parent/Student Orientation (TBD)
- Student Success Conferences (formerly Parent/Teacher Conferences)
- Parent Group Sessions/Parent Breakfasts (one per month on a Saturday)
- Parent/Guardian Focal Group (once a month, date and time TB determined by parents)

- Attend Quarterly Awards Banquet (once a quarter)
- Attend Parent/Guardian Award Celebration
- Proctor a test such as interim exams or PARCC
- Hallway monitor during standardized exams
- Represent MAPCS Parents on the MALC Board
- School wide retreat

- **Yes**, I can commit to 10 hours a semester.
- **No**, I cannot commit to 10 hours a semester.

If **NO**, please list the reasons you cannot reach the 10 hours and the hour amount you can do.

Reason: _____

Hours Possible: _____

Parent/Guardian Signature

Date

HEALTH AND SAFETY PLAN 2021



SEE FOREVER FOUNDATION
**MAYA ANGELOU
SCHOOLS**

1. [FACE MASKS](#)
2. [PHYSICAL DISTANCING](#)
3. [HANDWASHING AND RESPIRATORY ETIQUETTE](#)
4. [PPE](#)
5. [MAINTAIN CLEAN AND HEALTHY FACILITIES](#)
6. [RESPONSE TO A COVID-19 CASE](#)
7. [COVID-19 TESTING](#)
8. [STUDENTS WITH DISABILITIES](#)
9. [TRAINING, TECHNICAL ASSISTANCE AND MONITORING](#)
10. [COMMUNICATING POLICIES AND PROCEDURES](#)

FACE MASKS

Q1. Provide the LEA's plan to comply with the requirements that:

a. except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are full vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and

b. masks must be worn correctly.

OUR RESPONSE: *Maya Angelou Public Charter School will require all students and staff to wear masks/facial coverings. MAPCS will adhere to the 3' social distancing guidance within classrooms and therefore limit the spread of COVID-19 by ensuring that all classroom and office space maintain 6 feet social distance.*

During times when masks are not worn by students (lunch period), students will remain 6' apart. We will use the following areas during these times:

- *Classrooms*
- *Offices*
- *Cafeteria*
- *Hallways*
- *Outdoor Spaces (once upgraded)*

Q2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a face mask at all times.

OUR RESPONSE: *All adults and students should wear non-medical face coverings or face masks at all times while at school. If an adult/ student has a contradiction to wearing a face covering, either medical or otherwise, then that*

individual will be asked to not participate in in-person school activities (if we have authority to exclude these individuals).

PHYSICAL DISTANCING

Q3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

OUR RESPONSE: MAPCS has added directional signage throughout the building to discourage congregation in hallways and stairwells. Additionally, physical distancing floor signage has been placed in areas where students may cue for services. These areas include but are not limited to the Main Office and health screening stations at the building entrances. In all spaces, MAPCS will adhere to the 3' social distancing guidance within classrooms and therefore limit the spread by fashioning furniture to ensure that all classroom and office space maintain 6 feet social distance. Desks have been arranged to be at least six-feet apart and to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing). Lastly, plexiglass barriers have been installed on faculty and staff desks to mitigate the spread of the virus.

Q4. Provide the LEA's policies and procedures regarding the use of cohorts for students and/or staff, including steps to minimize interactions between cohorts, as applicable.

OUR RESPONSE: Students will be placed in cohorts using the following methodology:

- Group the same students and staff together each day (when possible) and throughout the day (as opposed to rotating teachers or scholars).
- Students will be placed into small groups of no more than twelve students according to their credit needs in order to minimize contacts and to simplify contact tracing if needed.
- Students will also be served pre-packaged meals in the classroom to minimize cohort mixing during designated meal times.

HANDWASHING AND RESPIRATORY ETIQUETTE

Q5. Provide the LEA's policies and procedures to support handwashing and respiratory etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.

OUR RESPONSE: The MAPCS handwashing strategies include washing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol will be available. Staff and students are asked to wash hands upon entering and leaving classroom or other spaces in the school building. Gloves should be changed between students and care activities, and hand hygiene should be performed between glove changes. If skin comes into contact with any secretions or bodily fluids, it should be immediately washed. Contaminated clothing should be immediately removed and changed. MAPCS has also implemented student education on the importance of avoiding touching their faces throughout the day, and washing their hands when they do.

Q6. Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.

OUR RESPONSE: *Our custodial vendor provides all necessary disinfectant sprays, soap, hand sanitizer and toiletries. Since we have contracted two positions with the sole focus of sanitizing our building, we are able to regularly clean communal spaces.*

When working with students who are not known or not suspected to have COVID-19, MAPCS will adopt the following protocol:

Lower Risk: Maintaining a social(physical) distance of six feet cannot always be maintained. Neither can close contact with secretions or bodily fluids is not anticipated.

- *Face mask (A face mask may be a non-medical [cloth] face covering)*

Medium Risk: When staff is in close or direct contact less than six feet social (physical) distance from the student. When in close contact, there is a possibility or can be anticipated that you will be exposed to secretions or bodily fluids.

- *Face mask*
 - *The possibility for bodily fluids to be splashed or sprayed (e.g., student who is spitting, coughing), use surgical mask and eye protection (face shield or goggles) instead of nonmedical (cloth) face covering.*
- *Coverall (e.g., large, button-down, long-sleeved shirt)*
- *Gloves must be used per existing procedures*

High Risk: Staff are performing a higher-risk or aerosol generating procedure, including administration of nebulized medication and they are in close/direct contact with less than 6 feet of social (physical) distance from the student.

- *N95 mask*
- *Eye protection (face shield / goggles)*
- *Coveralls (something that will cover the front and arms of person)*
- *Gloves*

PPE

Q7. Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.

OUR RESPONSE: *The Operations Team has solicited and procured all PPE deemed necessary by the Instructional Leadership Team. To ensure that an adequate supply is always on hand, members of the Instructional Leadership Team conduct weekly PPE inventories and communicate the need for additional procurement to the Operations Team.*

While on site:

- All staff and visitors must wear protective face covering at all times while inside the building.
- Masks and gloves are available at the security desks of each entrance.
- Each student and staff member will have access to disposable and reusable masks, disposable masks, gloves, hand sanitizer and face shields.

Staff can use our Help Desk portal to request supplies or contact the Front Office. Once a request has been made the janitorial staff will deliver requested items. Staff also can pick up supplies from any of the designated areas listed below.

Our PPE is kept in the areas below:

- Principal's office (3rd/main floor)
- Front Office (3rd floor/main floor)
- Climate & Culture office (4th floor)
- Office of Family & Community Engagement (2nd floor)
- Post One Student Entrance
- YALC Principal's Office

and is distributed by;

- Asst. Principal & their team (Climate & Culture Team)
- Front Office manager
- COVID Coordinator

For further details about our PPE procurement please see: [MAPCS Response to COVID-19 Facilities Preparation](#)

MAINTAIN CLEAN AND HEALTHY FACILITIES

Q8. Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including high touch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stair rails, faucets, phones, doorknobs, grab bars on playgrounds).

OUR RESPONSE: MAPCS intraday, daily, and weekly cleaning activities have been developed to promote the most sanitized environment for teaching and learning. A keen focus has been given to heavy traffic areas and spaces deemed "hot spots" for the spread of COVID-19 such as bathrooms. In response to the COVID-19 threat, MAPCS has increased the frequency of cleaning heavy contact areas to include handles, doorknobs, horizontal surfaces, and restrooms. To execute this plan, two sanitization porters have been contracted from our custodial services vendor in addition to our regular custodial crew to concentrate solely on this effort throughout the day.

The below listed activities outline our COVID-19 responsive cleaning schedule. They serve as additional measures of cleanliness and not replacements of our existing building cleaning tasks.

- Weekly
 - Inspect classroom furniture setup for proper social distance between desks
 - Inspect HVAC system for proper operation
 - Inspect and monitor classrooms and offices for proper air quality
- Daily
 - Routine day and evening cleaning

- Empty trash
- Disinfect horizontal touch surfaces in common areas and restrooms after each use
- Use visitor log to concentrate disinfecting efforts in occupied areas
- Multiple Times/ day
 - Disinfect horizontal touch surfaces in common areas and restrooms after each use
 - Clean entry screening devices such as laptops/ tablets

<i>Sample Sanitization Porter Schedule</i>	
<i>Time</i>	<i>Duty</i>
<i>8:00 am</i>	<i>Clean Restrooms and High Touchpoint Areas</i>
<i>9:30 am</i>	<i>Check Hand Sanitizer Stations and Refill if Necessary</i>
<i>10:15 am</i>	<i>Wipe Down Stairwells</i>
<i>11:00 am</i>	<i>Sanitize Restrooms and Wipe Down High Touch Point Areas</i>
<i>12:15 pm</i>	<i>Lunch</i>
<i>1:15 pm</i>	<i>Sanitize Restrooms and Wipe Down High Touch Point Areas</i>
<i>2:30 pm</i>	<i>Clean and Sanitize Shared Spaces (ie. Cafeteria)</i>
<i>4:00 pm</i>	<i>Wipe Down Stairwells and Refill Hand Sanitizer Stations</i>

For more details on how we have prepared the physical building for on-site activities please review this linked video: [MAPCS Response to COVID-19: Facilities Preparation](#).

Q9. Provide the LEA's cleaning and disinfecting protocols in the event that

- (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or**
- (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school.**

OUR RESPONSE: *In the unfortunate event that a member of our on-site school community tests positive for COVID-19, we will implement our Emergency Cleaning Plan. This plan was developed based on the advice of our custodial vendor, Bradcorp, who specializes in deep cleaning of environments subject to infectious diseases. Components of this emergency response include immediate closure of the building for 48 hours, deep cleaning and air quality checks before students and staff are cleared to return.*

MAPCS has adopted the following protocol to address potential on-site COVID-19 exposures.

MAPCS will follow OSSE's guidance/protocol on how to disinfect and clean when a member of our community either develops symptoms of COVID-19 while in school or tests positive.

If a student, staff member, or essential visitor develops symptoms of or tests positive for COVID-19 during the school day or within 24 hours of being in the building, the school must clean and disinfect the area(s) where they have been. The schools must close areas where the sick individual has been.

If a COVID-19 case is confirmed during the day and the COVID-19 positive individual is in the facility, then the cohort should be dismissed and the room vacated as soon as possible; however, it is acceptable for the cohort to remain in the room until the end of the day in the following circumstances:

- *If an individual has symptoms but is not confirmed to have COVID-19; or*
- *If a COVID-19 case is confirmed and the COVID-19 positive individual has not been in the facility that day.*
- *Staff supporting, accompanying, or cleaning up after a sick student or staff member should adhere to PPE best practices as articulated in Appendix B.*
- *Once the room is vacated, schools should wait as long as possible before entering the room to clean and disinfect (at least several hours). Schools should perform deep cleaning and disinfection of the full classroom and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.*
- *During cleaning and disinfection, MAPCS will increase air circulation to the area (e.g., open doors, open windows, use fans, or adjust HVAC settings). Staff must wear a face mask and gloves for all steps of the cleaning and disinfection process. Staff will also follow additional PPE best practices.*

MAPCS will also adhere to the other required safety protocols as indicated below.

- *If a student, staff member, or essential visitor develops symptoms of or tests positive for COVID-19 and it has been more than 24 hours, but less than three days, since the individual was in the school building, MAPCS will clean any areas where the individual has been.*
- *If a student, staff member, or essential visitor develops symptoms of or tests positive for COVID-19 and it has been more than three days since the individual was in the building, no special cleaning and disinfection procedures are necessary, and MAPCS will follow routine cleaning and disinfection procedures.*

Q10. Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies

OUR RESPONSE: *The Operations team has solicited and procured all PPE deemed necessary by the Instructional Leadership Team. To ensure that an adequate supply is always on hand, members of the Instructional Leadership Team conduct weekly PPE inventories and communicate the need for additional procurement to the Operations Team. As a result, all staff members have access to gloves, masks, disinfectant wipes and sprays.*

Wearing gloves is not a substitute for good hand hygiene. Gloves should be changed between students and care activities, and hand hygiene should be performed between glove changes. If skin comes into contact with any secretions or bodily fluids, it should be immediately washed. Contaminated clothing should be immediately removed and changed.

For more details on how we have prepared the physical building for on-site activities please review this linked video: [MAPCS Response to COVID-19: Facilities Preparation.](#)

Q11. Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.

OUR RESPONSE: *We engaged our construction vendor to upgrade the bathroom fixtures and water fountains to ones with contactless features. These fixtures were inspected to ensure safe usage after installation. Each water bottle filler was properly flushed and tested for filtration efficacy.*

We recognize that air circulation and filtration are critical components of our campaign to bolster air quality throughout the building. As a result, we have calibrated our existing systems to maximize fresh air intake. By setting our HVAC units to “constant run” we ensure that our system remains purged of air impurities. Additionally, each classroom and office are outfitted with independent Variable Air Volume (VAV) systems to manage proper airflow within respective spaces.

Lastly, the results of our air filtration audit revealed that we needed to replace and disinfect existing HVAC filters and procure air purifiers for occupied rooms. All bathrooms, offices and classrooms have been outfitted with True HEPA filters that trap allergens and particles 0.1 microns in size at over 99% efficiency.

Routine evaluations of these systems will be evaluated quarterly.

RESPONSE TO A COVID-19 CASE

Q12. Describe the LEA's policies and procedures to:

a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and

b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.

OUR RESPONSE: *To maintain safe learning spaces, MAPCS will continue to perform a daily health screening for all students, staff and visitors entering the school building. An individual with any of the following symptoms should not enter the school, and instead they should isolate immediately and call their healthcare provider:*

- *Fever (100.4 degrees Fahrenheit) or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion, nausea or vomiting, diarrhea, or otherwise feeling unwell.*

For those students who must quarantine, we will follow the following school extended absence policies for staff and for students. Students/staff will be expected to return to in-person learning when the physical campus site receives an “all clear” to return. Students who have a confirmed or suspected COVID-19 exposure will be immediately moved to a “virtual distance-learning track” and receive instruction as indicated in Q1 of the CEP Plan.

When there is a call for an entire campus closure due to an outbreak, all students will be placed on a distance learning instructional model, where all students will receive uninterrupted instruction learning virtually. In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not fully vaccinated for 10 days. For staff and students who are fully vaccinated, they will be able to attend school in their cohort.

MAPCS will also cohort students, identify which cohort may have been exposed, and work with the CRT (COVID Response Team) and the on-site COVID Response Coordinator to develop the following next steps:

- *Contacting parents and informing them of the possible exposure*
- *Conduct investigation to determine exposure risk to other students/staff*
- *Determine any possible exposure risk outside of the school (metro, Residential Housing, on the way to and from school contact)*

Immediately initiate and contact tracing protocols

Q13. Provide the LEA's plan to comply with the requirements to:

a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;

b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;

c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

OUR RESPONSE: *In the event of an unexpected closure or partial closure, Maya Angelou COVID Response Team (CRT) and the school COVID Response Coordinator will coordinate school closures and exclusion due to confirmed or suspected coronavirus (COVID-19). The CRT team will respond as follows:*

1. *Notify parents immediately on the date of the exposure with our Alert Call System, send an official school letter to notify parents of the closure, and post notification on our website.*
 - a. *Letters to families will include instructions for reaching out to key personnel at the school to include email addresses and google (cellular) contact numbers.*
2. *Conduct investigation to determine exposure risk to other students/staff.*
3. *Determine any possible exposure risk outside of the school (metro, Residential Housing, on the way to and from school contact).*
4. *Immediately initiate contact tracing protocols.*

MAPCS COVID-19 point of contact (POC) to whom families, staff, contractors, and vendors will report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health is listed below.

- *HR Director*
- *L'Tanya Holley*
- *Enje Brown*
- *Covid Coordinator (TBA)*

Due to Medical Privacy and HIPAA laws, the HR Director and COVID Coordinator will have access to sensitive information. MAPCS will maintain strict confidentiality of any verified or unverified case of COVID-19. We will report any applicable positive COVID-19 case for student, staff member or visitors to DC Health and will exclude students or staffs with confirmed COVID-19 test results.

Our COVID-19 point of contact is L'Tanya Holley, Director of Family & Community Engagement and HR Director whose name will be provided before the beginning of the 2021/2022 school year. Vendors will report any positive cases directly to Ms. Enje Brown, Director of Operations. Our choice is that these people will work together as regular contacts with families, staff, contractors, and vendors and report positive cases of COVID-19 to DC Health.

Additionally, MAPCS has adopted the following protocol to address potential on-site COVID-19 exposures.

- *Engage the custodial vendor to schedule a full disinfection of the building if that person was onsite after the exposure.*
- *Work to schedule the building cleaning with a crew that was not previously on site in an effort to mitigate the spread amongst building maintenance staff.*
- *Identify a point of contact at the school that an employee/ student can notify if they test positive for COVID-19 and choose to disclose this information.*
- *Communicate to Staff or students diagnosed with COVID-19 that they should not enter the school until they have been cleared from isolation.*
- *Notify DC Health by emailing coronavirus@dc.gov with the following information:*
 - *"COVID-19 Consult" in the email subject line*
 - *Name and direct phone number of the best point of contact for DC Health to return the call*
 - *Short summary of incident/situation*
- *Await the response of the investigator from DC Health who will follow-up within 24 hours to all appropriately submitted email notifications.*
- *Await DC Health instructions on dismissals and other safety precautions in the event a known COVID-19 individual came in close contact with others at the school.*

Lastly, staff members or s-tudents with a known health condition that mirrors the symptoms of COVID-19 should forward a doctor's note to the HR department to initiate the exclusion exemption process.

Q14. Provide the LEA's procedures to support DC Health with contact tracing in the event of a positive case of COVID-19.

OUR RESPONSE: MAPCS has adopted the following protocol to address potential on-site COVID-19 exposures.

- Engage the custodial vendor to schedule a full disinfection of the building if that person was onsite after the exposure.
- Work to schedule the building cleaning with a crew that was not previously on site in an effort to mitigate the spread amongst building maintenance staff.
- Identify a point of contact at the school that an employee/ student can notify if they test positive for COVID-19 and choose to disclose this information.
- Communicate to Staff or students diagnosed with COVID-19 that they should not enter the school until they have been cleared from isolation.
- Notify DC Health by emailing coronavirus@dc.gov with the following information:
 - "COVID-19 Consult" in the email subject line
 - Name and direct phone number of the best point of contact for DC Health to return the call
 - Short summary of incident/situation
- Await the response of the investigator from DC Health who will follow-up within 24 hours to all appropriately submitted email notifications.
- Await DC Health instructions on dismissals and other safety precautions in the event a known COVID-19 individual came in close contact with others at the school.

Our COVID-19 POC will report all positive cases and contact with positive cases to DC Health, as described in Section N. of the [Updated Final DC Health Guidance](#) from OSSE (p 28-29). The COVID-19 POC will contact DC Health if a staff member, essential visitor, or student notifies the school that they (or their student) tested positive for COVID-19 if the individual was on school grounds or participated in school activities during their infectious period. Immediately upon learning of the positive case, the COVID-19 POS will notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website using the [Non-Healthcare Facility COVID-19 Consult Form](#).

Q15. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

School leadership will work with the CRT (COVID Response Team) and the on-site COVID Response Coordinator to develop the following next steps:

- Contacting parents and informing them of the possible exposure
- Conduct investigation to determine exposure risk to other students/staff
- Determine any possible exposure risk outside of the school (metro, Residential Housing, on the way to and from school contact)
- Immediately initiate and contact tracing protocols (notify staff, students, vendors and/ or visitors of possible COVID-19 exposure and apprise them of the most up-to-date guidance on next steps)

Additionally, the school has an Alert communication system to protect the privacy of the individuals while alerting families and staff to mitigate spread. Specifically, the protocol requires that the COVID-19 POC notify either the entire school or the impacted individuals within the cohort of the positive case. The COVID-19 POC will work closely with DC Health to determine whether the students and staff within the infected person's cohort may stay at school or be sent home and for how long. The COVID-19 POC will update impacted families and staff on how to participate in off-site virtual learning until it is safe to return to school.

COVID-19 TESTING

Q16. If applicable, describe the LEA's current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA's plan to ensure that results of such testing programs are reported to DC Health per DC Health's COVID-19 reporting requirements: <https://dchealth.dc.gov/page/covid-19-reporting-requirements>.

OUR RESPONSE: MAPCS has the following COVID-19 Testing Protocol. MAPCS has a COVID mobile testing unit available every Wednesday to administer free COVID tests. Also COVID tests kits will be available at the school. In the event that the school decides to test students, we will follow the safety guidelines outlined in Appendix B of the DC Health Guidance.

PPE Best Practices for school staff when a school staff member is administering a COVID-19 test are listed below.

- Maintaining, when possible, 6 ft distance from the individual
- Wearing a medical grade mask
- Wearing eye protection (face shield or goggles)
- Wearing a gown/coverall
- Wearing gloves

The school will follow its protocol, outlined in question 14, to notify DC Health and to follow DC Health reporting requirements in the case that we become aware of a positive test result.

Q17. Provide the LEA's plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.

OUR RESPONSE: MAPCS is supporting eligible students and staff to get vaccinated by encouraging all students to get vaccinated and disseminating the appropriate information. Additionally, MAPCS will host a vaccination Clinic in the summer of 2021. Our vaccination clinic will take place July 17th and August 7th, 2021. During this vaccination clinic, the Pfizer vaccine will be offered. Our school community is able to register in advance or walk up during this clinic. Flyers about the vaccination clinic, letters and alert calls are sent weekly to encourage families and eligible students to participate. As an incentive, during the vaccination clinic free groceries will be offered. More details can be found on our schools website: <https://www.seeforever.org/>.

Additional supports:

- Weekly reminders about the advantages of being vaccinated
- Vaccination updates posted on our website
- Video testimony from staff member or student who has received their vaccination.
- COVID Family focus group discussion

STUDENTS WITH DISABILITIES

Q18. Provide the LEA's plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures

OUR RESPONSE: MAPCS will continue to make appropriate accommodations based on the health and safety policies and procedures that are currently in effect and have already been specified in extensive detailed within this plan.

TRAINING, TECHNICAL ASSISTANCE AND MONITORING

Q19. Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:

- a. who will receive training and technical assistance;
- b. the topics that the training and technical assistance will address; and
- c. how and by whom the training and technical assistance will be delivered.

OUR RESPONSE: *Organization-wide training will occur in August in preparation for full on-site operations. Policies and protocols specific to safe operation according to DC Health Guidance will be given by the COVID-Co-Directors, Ms. Enje Brown and Ms. L'Tanya Holley. Training will include but is not limited to the following:*

- Behaviors that prevent the spread of COVID-19 such as social distancing, mask wearing, frequent handwashing and covering coughs
- General COVID-19 FAQs
- When on-site personnel/ students should stay at home and when they can return to work
- COVID-19 prevention and response protocols
- Technical training on the Clear-To-Go health screening and monitoring tool
- COVID related POCs for questions and concerns
- Updated Meal Service Protocols and Guidelines
- A walkthrough of the schools COVID-19 Google Site and where information for families and students can be found on our website: <https://www.seeforever.org/>

Q20. Provide the LEA's plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.

OUR RESPONSE: *MAPCS will hire a COVID Coordinator (CC), who with the help of MAPCS Leadership, will monitor and enforce proper mask wearing while on campus and social distancing protocols. Additionally, the CC will monitor the Clear To Go App to manage COVID exposure cases. In partnership with the COVID Co-Directors, Ms. Enje Brown and Ms. L'Tanya Holley, the CC will also keep abreast of the latest DC Health and OSSE Health and Safety Guidance for schools, and updating the MAPCS plan accordingly.*

For campuses experiencing difficulty with adhering to these guidelines, a recommendation will be made to Senior Leadership to re-evaluate on-site operations and implement corrective to ensure compliance.

COMMUNICATING POLICIES AND PROCEDURES

Q21. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

OUR RESPONSE: *MAPCS plan is to ensure all stakeholders receive adequate, accurate and timely information regarding health and safety policies and procedures. We will use all of our resources, including but not limit to:*

- 2021/2022 Family/Student handbook
- Weekly alerts, text and emails
- MAPC mobile application
- Newsletters and Bulletins
- Social Media
- School website: www.seeforever.org

Appendix A: Student Contract

I know that I have a right to:

- be in a safe and supportive learning environment, free from discrimination and harassment;
- know what is appropriate behavior and what behaviors may result in disciplinary actions;
- be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- due process in instances of disciplinary action for alleged violations of school regulations for which I may be suspended.

I agree to:

- come to school on time and appear for each of my classes promptly, ready to begin work;
- be prepared with appropriate materials and assignments for all classes;
- show respect to all members of the learning community;
- resolve conflicts peacefully, and avoid fighting inside or outside of the school;
- behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- take responsibility for my personal belongings and respect other people's property;
- dress appropriately and do not wear any revealing, suggestive or threatening clothing;
- refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes;
- refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;
- refrain from bringing personal possessions that are disruptive (e.g., cell phone, ipod);
- share information with school officials that might affect the health, safety or welfare of the school community;
- keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- follow all rules in the MAPCS Student Handbook; including the school's cell phone/uniform (dress code) policy
- behave responsibly as described in the Bill of Student Rights and Responsibilities and MAPCS Student Handbook.

BY SIGNING BELOW, I ACKNOWLEDGE TO HAVE RECEIVED, FULLY READ AND UNDERSTOOD THE MAYA ANGELOU PUBLIC CHARTER SCHOOL COMMUNITY HANDBOOK. FURTHERMORE, I AGREE TO COMPLY AND RESPECT THE POLICIES AND PROCEDURES HEREIN.

Student Signature

Student Full Name

Date

Parent/Guardian Section

I agree to help my child follow this agreement by:

- encouraging my child to be a respectful and peaceful member of the school community;
- encourage my child to follow the school’s cell phone and uniform/dress code policy at all times;
- discussing the contents of the MAPCS Community Handbook, Discipline Code and the Bill of Student Rights and Responsibilities with my child;
- participating in any discussions and decisions concerning my child’s education;
- attending scheduled appointments with school staff;
- providing the school with current telephone numbers and emergency contact information;
- alerting the school if there are any significant changes in my child’s health or well-being that affect his/her ability to perform in school.

BY SIGNING BELOW I ACKNOWLEDGE TO HAVE RECEIVED, FULLY READ AND UNDERSTOOD THE MAYA ANGELOU PUBLIC CHARTER HIGH SCHOOL COMMUNITY HANDBOOK. FURTHERMORE, I AGREE TO COMPLY AND RESPECT THE POLICIES AND PROCEDURES HEREIN.

Parent/Guardian Signature

Parent/Guardian Full Name

Date

Appendix B: MAPCS Community Service Verification Form (Sample Only)

***Reminder:** All fields of this form must be completed with the required signatures. Submit to the principal for approval.

Campus: _____ **Date Submitted:** _____

Student's Name: _____ **Grade:** _____

Type of Community Service: _____ **Number of Hours:** _____

Community Service Site Information

Name of Service Agency/Organization:

Address of Service Agency/Organization:

Contact Number or Email Address of Agency/Organization:

Explain Community Service Duties in Detail:

Date(s) and Time(s) of Service: _____

Printed Name of Authorizer: _____

Signature of Authorizer: _____

Student's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

STATUS

APPROVED

NOT APPROVED/Reason: _____

Appendix C: Definitions of Disciplinary Responses

Character Development focuses on non-punitive responses to infractions with the Code of Conduct. Students will work to “right the wrong” caused to the scholastic community through addressing the affected. Actions can include addressing peers, physical repair of damaged property and the planning of social justice activities.

Community Development - As a new alternative to punitive consequences, community improvement offers students who have violated the code of conduct an opportunity to assist in the development of the school community by serving in various capacities. Community Development is offered as a first response to Tier 1 and 2 infractions identified in the Code of Conduct. Parents will be contacted and informed of the assigned responsibility and the expected completion time frame. If the student refuses to serve, a punitive response will be issued. Assigned responsibilities can include:

- Campus Beautification
- Landscaping
- Cafeteria Cleanup
- Recycling Collection
- Janitorial Duties (excluding bathrooms)
- Contribution to Campus Artwork
- Campus Event Duty

Temporary Removal of Students from Classroom is the removal from the student’s classroom for less than a period, not to extend beyond the entire period. During any such removal, the student will engage in restorative conversation.

In-School Disciplinary Action – Disciplinary actions such as after-school detention, loss of privileges, exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student’s loss of academic instruction time.

Short-Term Suspension—off-site suspension for one (1) to five (5) school days

Long-Term Suspension—off-site suspension for six (6) to ten (10) school days

Expulsion—The permanent removal of a student from MAPCS. Expulsion is typically a result of extreme violations of the student success code. Recommendations for expulsion can be made by the Principal at their discretion. **An expulsion from MAPCS waives the student’s option to register for subsequent school years.**

Weapons— Include, but are not limited to: weapons enumerated in DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace,

pepper spray, tear gas, explosives, slingshot, bullets, chemical weapons, razor blade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets) and others as listed in Chapter 25 (found on DCPS website).

Appendix D: Student Technology Usage Agreement

The technology usage agreement must be signed and returned prior to a student being issued a laptop. Students/Parents must agree to the following terms

Laptop Distribution and Care

1. Students must not have food or beverages anywhere in the vicinity of the assigned laptop
2. The laptops issued to students are the property of MAPCS and are made available as learning tools.
3. Students will be issued their laptops at the beginning of the school year. The laptops are to be returned at the end of each School Day or session, depending on the mode of instruction for the day.
4. Students are responsible for knowing how to properly operate and protect the laptop. This includes not leaving the laptop in a location where it can be damaged by cold, heat, or moisture.
5. Students/parents are solely responsible for the care and security of student laptops. **LAPTOPS MUST NEVER LEAVE THE ASSIGNED PROFESSIONAL LEARNING COMMUNITY (PLC)**
6. If the laptop is damaged or malfunctions, students must take the laptop to their SDS as soon as possible (before the end of the school day) for evaluation. If a student damages the laptop (outside of reasonable wear and tear), **the students/parents are responsible for the expense of repairing or replacing the device.** at a cost of **\$50.00.**
7. If the laptop is lost or stolen, the student must report the incident to the SDM immediately. In the case of theft, **students/parents are responsible for replacing the lost or stolen laptop at his/her own cost.**
8. Students are not permitted to repair, alter, modify or replace laptops without express authorization from MAPCS. Under no circumstance will MAPCS replace or repair a student laptop without the required payment from the student/parent.
9. Laptops must remain free of any writing, drawing, stickers or labels that are not the property of MAPCS.

General Expectations

1. Students are responsible for understanding and adhering to all Acceptable Use Policy for Technology regulations from the Student-Parent Handbook relating to the use of technology in addition to this laptop Agreement.
2. Students may not remove or circumvent the management system installed on each laptop. This includes removing restrictions or “jailbreaking” the device.
3. Students may only connect to the Internet via the wireless network provided by MAPCS while on campus.
4. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

5. Students will be issued their own individual laptop by their Professional Learning Community (PLC) and each laptop will have a registration number that is associated with the student it is issued to.
6. Earphones will be issued to each student for use with the laptop. The earphones must be returned at the end of the school day or learning session depending on the instructional mode of the day.

Student Printed Name: _____

Student Signature: _____ Date: _____

Parent Printed Name: _____

Parent Signature: _____ Date: _____

Appendix E: Bell Schedule

2019- 2020 Bell Schedule

Bell Schedule (Full Day)	Starts	Ends
Student Breakfast/Check-in	8:10 AM	8:40 AM
1st Period	8:45 AM	10:08 AM
2nd Period	10:11 AM	11:11 AM
Lunch	11:01 AM	11:41 AM
3rd Period	11:44 AM	1:09 PM
4th Period	1:12 PM	2:02 PM
5th Period	2:05 PM	3:35 PM
6th Period Graduating Seniors	3:35 PM	5:00 PM

Bell Schedule (2 Hour Early Release)	Starts	Ends
Student Breakfast/Check-in	8:10 AM	8:40 AM
1st Period	8:45 AM	9:25 AM
2nd Period	9:28 AM	10:18 AM
Lunch	10:21 AM	11:01 AM
3rd Period	11:04 AM	11:44 AM
4th Period	11:47 AM	12:27 PM
5th Period	12:30 PM	1:30 PM

Bell Schedule (2 Hour Delay)	Starts	Ends
Student Check-in	10:10 AM	10:40 AM
1st Period	10:43 AM	11:23 AM
2nd Period	11:26 AM	12:06 PM
Lunch	12:09 PM	12:49 PM
3rd Period	12:52 PM	1:32 PM
4th Period	1:35 PM	2:15 PM
5th Period	2:18 PM	3:35 PM
6th Period	3:35 PM	5:00 PM

Bell Schedule (Subject to Change) (School-Wide Assessment)	Starts	Ends
Student Breakfast/Check-in	8:10 AM	8:40 AM
1st Period	8:45 AM	9:57 AM
Testing/Lunch Lunch (11:00-11:40)	10:00 AM	1:00 PM
3 RD Period	1:03 PM	2:15 PM
5 th Period	2:18 PM	3:35 PM

Appendix F: 2021-2022 Academic Calendar

SEE FOREVER FOUNDATION MAYA ANGELOU SCHOOLS		Maya Angelou PCS-High School (MAPCS) 2021-2022 School Year Calendar <small>*Maya Angelou Schools and SeeForever Offices Closed</small>		School Year: 8/30/2021 - 6/17/2022 School Hours: 8:30 am - 3:40 pm Enrichment: 3:43 pm - 6:10 pm																																																																																																																																																																																																																		
<table border="1"> <thead> <tr> <th colspan="7">August 2021</th> <th colspan="7">September 2021</th> <th colspan="7">October 2021</th> </tr> <tr> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> </tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> <td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td> </tr> <tr> <td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td> <td>5</td><td>6*</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td> <td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td> <td>10</td><td>11*</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td> <td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td> </tr> <tr> <td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td> <td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td>31</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						August 2021							September 2021							October 2021							Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	1	2	3	4	5	6	7				1	2	3	4							1	2	8	9	10	11	12	13	14	5	6*	7	8	9	10	11	3	4	5	6	7	8	9	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11*	12	13	14	15	16	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30															31								<table border="1"> <thead> <tr> <th colspan="2">In-Session Days Hours</th> </tr> </thead> <tbody> <tr> <td>Student Days</td> <td>180.5</td> </tr> <tr> <td>Teacher Days</td> <td>181.0</td> </tr> <tr> <td>Student Hours</td> <td>1,424</td> </tr> </tbody> </table>		In-Session Days Hours		Student Days	180.5	Teacher Days	181.0	Student Hours	1,424																													
August 2021							September 2021							October 2021																																																																																																																																																																																																								
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat																																																																																																																																																																																																		
1	2	3	4	5	6	7				1	2	3	4							1	2																																																																																																																																																																																																	
8	9	10	11	12	13	14	5	6*	7	8	9	10	11	3	4	5	6	7	8	9																																																																																																																																																																																																		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11*	12	13	14	15	16																																																																																																																																																																																																		
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23																																																																																																																																																																																																		
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30																																																																																																																																																																																																		
														31																																																																																																																																																																																																								
In-Session Days Hours																																																																																																																																																																																																																						
Student Days	180.5																																																																																																																																																																																																																					
Teacher Days	181.0																																																																																																																																																																																																																					
Student Hours	1,424																																																																																																																																																																																																																					
<table border="1"> <thead> <tr> <th colspan="7">November 2021</th> <th colspan="7">December 2021</th> <th colspan="7">January 2022</th> </tr> <tr> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> </tr> </thead> <tbody> <tr> <td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> <td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td>1*</td> </tr> <tr> <td>7</td><td>8</td><td>9</td><td>10</td><td>11*</td><td>12</td><td>13</td> <td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> <td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> <td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td> </tr> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25*</td><td>26*</td><td>27</td> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24*</td><td>25*</td> <td>16</td><td>17*</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td> </tr> <tr> <td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td> <td>26</td><td>27*</td><td>28*</td><td>29*</td><td>30*</td><td>31*</td> <td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						November 2021							December 2021							January 2022							Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat		1	2	3	4	5	6				1	2	3	4							1*	7	8	9	10	11*	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	21	22	23	24	25*	26*	27	19	20	21	22	23	24*	25*	16	17*	18	19	20	21	22	28	29	30					26	27*	28*	29*	30*	31*	23	24	25	26	27	28	29															30	31						<table border="1"> <thead> <tr> <th colspan="2">Calendar Key</th> </tr> </thead> <tbody> <tr> <td>(S) Not-in Session</td> <td>X</td> </tr> <tr> <td>(TR) Teachers Return (HR/Tech)</td> <td>X</td> </tr> <tr> <td>(NTO) New Teacher Orientation</td> <td>X</td> </tr> <tr> <td>(SFC) SeeForever Commencement</td> <td>XX</td> </tr> <tr> <td>(-) First Day for Students</td> <td>▶</td> </tr> <tr> <td>(N) In-Session</td> <td>■</td> </tr> <tr> <td>(HC) Half Day for Students</td> <td>◐</td> </tr> <tr> <td>(*) End of Quarter</td> <td>☆</td> </tr> <tr> <td>(PC) School-Professional Dev</td> <td>X</td> </tr> <tr> <td>(NPC) Network-Professional Dev</td> <td>XX</td> </tr> <tr> <td>(HL) Holiday</td> <td>XX</td> </tr> <tr> <td>(NB) Break</td> <td>XX</td> </tr> <tr> <td>(MB) Break</td> <td>XX</td> </tr> <tr> <td>(SB) Break</td> <td>XX</td> </tr> <tr> <td>(-) Last Day for Students</td> <td>◀</td> </tr> <tr> <td>(GR) Graduation</td> <td>★</td> </tr> <tr> <td>(TL) Teacher Checkout/ Last Days</td> <td>-X</td> </tr> <tr> <td>(++) Summer School Begins</td> <td>▶▶</td> </tr> <tr> <td>(--) Summer School Ends</td> <td>◀◀</td> </tr> </tbody> </table>		Calendar Key		(S) Not-in Session	X	(TR) Teachers Return (HR/Tech)	X	(NTO) New Teacher Orientation	X	(SFC) SeeForever Commencement	XX	(-) First Day for Students	▶	(N) In-Session	■	(HC) Half Day for Students	◐	(*) End of Quarter	☆	(PC) School-Professional Dev	X	(NPC) Network-Professional Dev	XX	(HL) Holiday	XX	(NB) Break	XX	(MB) Break	XX	(SB) Break	XX	(-) Last Day for Students	◀	(GR) Graduation	★	(TL) Teacher Checkout/ Last Days	-X	(++) Summer School Begins	▶▶	(--) Summer School Ends	◀◀
November 2021							December 2021							January 2022																																																																																																																																																																																																								
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat																																																																																																																																																																																																		
	1	2	3	4	5	6				1	2	3	4							1*																																																																																																																																																																																																		
7	8	9	10	11*	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8																																																																																																																																																																																																		
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15																																																																																																																																																																																																		
21	22	23	24	25*	26*	27	19	20	21	22	23	24*	25*	16	17*	18	19	20	21	22																																																																																																																																																																																																		
28	29	30					26	27*	28*	29*	30*	31*	23	24	25	26	27	28	29																																																																																																																																																																																																			
														30	31																																																																																																																																																																																																							
Calendar Key																																																																																																																																																																																																																						
(S) Not-in Session	X																																																																																																																																																																																																																					
(TR) Teachers Return (HR/Tech)	X																																																																																																																																																																																																																					
(NTO) New Teacher Orientation	X																																																																																																																																																																																																																					
(SFC) SeeForever Commencement	XX																																																																																																																																																																																																																					
(-) First Day for Students	▶																																																																																																																																																																																																																					
(N) In-Session	■																																																																																																																																																																																																																					
(HC) Half Day for Students	◐																																																																																																																																																																																																																					
(*) End of Quarter	☆																																																																																																																																																																																																																					
(PC) School-Professional Dev	X																																																																																																																																																																																																																					
(NPC) Network-Professional Dev	XX																																																																																																																																																																																																																					
(HL) Holiday	XX																																																																																																																																																																																																																					
(NB) Break	XX																																																																																																																																																																																																																					
(MB) Break	XX																																																																																																																																																																																																																					
(SB) Break	XX																																																																																																																																																																																																																					
(-) Last Day for Students	◀																																																																																																																																																																																																																					
(GR) Graduation	★																																																																																																																																																																																																																					
(TL) Teacher Checkout/ Last Days	-X																																																																																																																																																																																																																					
(++) Summer School Begins	▶▶																																																																																																																																																																																																																					
(--) Summer School Ends	◀◀																																																																																																																																																																																																																					
<table border="1"> <thead> <tr> <th colspan="7">February 2022</th> <th colspan="7">March 2022</th> <th colspan="7">April 2022</th> </tr> <tr> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td>01</td><td>02</td><td>03</td><td>04</td><td>05</td> <td></td><td></td><td>01</td><td>02</td><td>03</td><td>04</td><td>05</td> <td></td><td></td><td></td><td></td><td></td><td></td><td>01</td><td>02</td> </tr> <tr> <td>06</td><td>07</td><td>08</td><td>09</td><td>10</td><td>11</td><td>12</td> <td>06</td><td>07</td><td>08</td><td>09</td><td>10</td><td>11</td><td>12</td> <td>03</td><td>04</td><td>05</td><td>06</td><td>07</td><td>08</td><td>09</td> </tr> <tr> <td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td> <td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td> <td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15*</td><td>16</td> </tr> <tr> <td>20</td><td>21*</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td> <td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td> <td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td> </tr> <tr> <td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td> <td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td> <td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td> </tr> </tbody> </table>						February 2022							March 2022							April 2022							Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat			01	02	03	04	05			01	02	03	04	05							01	02	06	07	08	09	10	11	12	06	07	08	09	10	11	12	03	04	05	06	07	08	09	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15*	16	20	21*	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23	27	28						27	28	29	30	31			24	25	26	27	28	29	30	<table border="1"> <thead> <tr> <th colspan="2">In-Session Days by Term Unit</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8/30/21 11/12/21</td> <td>47.0</td> </tr> <tr> <td>2</td> <td>11/5/21 1/28/22</td> <td>47.5</td> </tr> <tr> <td>3</td> <td>1/31/22 4/8/22</td> <td>42.0</td> </tr> <tr> <td>4</td> <td>4/18/22 6/17/22</td> <td>44.0</td> </tr> <tr> <td>Student Days</td> <td></td> <td>180.5</td> </tr> </tbody> </table>		In-Session Days by Term Unit		1	8/30/21 11/12/21	47.0	2	11/5/21 1/28/22	47.5	3	1/31/22 4/8/22	42.0	4	4/18/22 6/17/22	44.0	Student Days		180.5																																										
February 2022							March 2022							April 2022																																																																																																																																																																																																								
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat																																																																																																																																																																																																		
		01	02	03	04	05			01	02	03	04	05							01	02																																																																																																																																																																																																	
06	07	08	09	10	11	12	06	07	08	09	10	11	12	03	04	05	06	07	08	09																																																																																																																																																																																																		
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15*	16																																																																																																																																																																																																		
20	21*	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23																																																																																																																																																																																																		
27	28						27	28	29	30	31			24	25	26	27	28	29	30																																																																																																																																																																																																		
In-Session Days by Term Unit																																																																																																																																																																																																																						
1	8/30/21 11/12/21	47.0																																																																																																																																																																																																																				
2	11/5/21 1/28/22	47.5																																																																																																																																																																																																																				
3	1/31/22 4/8/22	42.0																																																																																																																																																																																																																				
4	4/18/22 6/17/22	44.0																																																																																																																																																																																																																				
Student Days		180.5																																																																																																																																																																																																																				
<table border="1"> <thead> <tr> <th colspan="7">May 2022</th> <th colspan="7">June 2022</th> <th colspan="7">July 2022</th> </tr> <tr> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> <th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th> </tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> <td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td> </tr> <tr> <td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td> <td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> <td>3</td><td>4*</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td> <td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td> <td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td> <td>19</td><td>20*</td><td>21*</td><td>22</td><td>23</td><td>24</td><td>25</td> <td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td> </tr> <tr> <td>29</td><td>30*</td><td>31</td><td></td><td></td><td></td><td></td> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td> <td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td>31</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						May 2022							June 2022							July 2022							Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	1	2	3	4	5	6	7				1	2	3	4							1	2	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4*	5	6	7	8	9	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	22	23	24	25	26	27	28	19	20*	21*	22	23	24	25	17	18	19	20	21	22	23	29	30*	31					26	27	28	29	30			24	25	26	27	28	29	30															31								<table border="1"> <thead> <tr> <th colspan="2">Federal Holidays</th> </tr> </thead> <tbody> <tr> <td>Labor Day</td> <td>9/5/21</td> </tr> <tr> <td>Columbus Day</td> <td>10/11/21</td> </tr> <tr> <td>Veteran's Day</td> <td>11/11/21</td> </tr> <tr> <td>Thanksgiving</td> <td>11/25/21</td> </tr> <tr> <td>Thanksgiving Break</td> <td>11/28/21</td> </tr> <tr> <td>MLK Day</td> <td>1/17/22</td> </tr> <tr> <td>President's Day</td> <td>2/21/22</td> </tr> <tr> <td>Memorial Day</td> <td>5/30/22</td> </tr> <tr> <td>Christmas Day</td> <td>12/25/21</td> </tr> <tr> <td>Christmas Eve</td> <td>12/24/21</td> </tr> <tr> <td>New Year's Day</td> <td>1/1/22</td> </tr> <tr> <td>Juneteenth Observance</td> <td>6/20/22</td> </tr> <tr> <td>Independence Day</td> <td>7/4/22</td> </tr> </tbody> </table>		Federal Holidays		Labor Day	9/5/21	Columbus Day	10/11/21	Veteran's Day	11/11/21	Thanksgiving	11/25/21	Thanksgiving Break	11/28/21	MLK Day	1/17/22	President's Day	2/21/22	Memorial Day	5/30/22	Christmas Day	12/25/21	Christmas Eve	12/24/21	New Year's Day	1/1/22	Juneteenth Observance	6/20/22	Independence Day	7/4/22									
May 2022							June 2022							July 2022																																																																																																																																																																																																								
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat																																																																																																																																																																																																		
1	2	3	4	5	6	7				1	2	3	4							1	2																																																																																																																																																																																																	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4*	5	6	7	8	9																																																																																																																																																																																																		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16																																																																																																																																																																																																		
22	23	24	25	26	27	28	19	20*	21*	22	23	24	25	17	18	19	20	21	22	23																																																																																																																																																																																																		
29	30*	31					26	27	28	29	30			24	25	26	27	28	29	30																																																																																																																																																																																																		
														31																																																																																																																																																																																																								
Federal Holidays																																																																																																																																																																																																																						
Labor Day	9/5/21																																																																																																																																																																																																																					
Columbus Day	10/11/21																																																																																																																																																																																																																					
Veteran's Day	11/11/21																																																																																																																																																																																																																					
Thanksgiving	11/25/21																																																																																																																																																																																																																					
Thanksgiving Break	11/28/21																																																																																																																																																																																																																					
MLK Day	1/17/22																																																																																																																																																																																																																					
President's Day	2/21/22																																																																																																																																																																																																																					
Memorial Day	5/30/22																																																																																																																																																																																																																					
Christmas Day	12/25/21																																																																																																																																																																																																																					
Christmas Eve	12/24/21																																																																																																																																																																																																																					
New Year's Day	1/1/22																																																																																																																																																																																																																					
Juneteenth Observance	6/20/22																																																																																																																																																																																																																					
Independence Day	7/4/22																																																																																																																																																																																																																					
<p>Make-up day Policy: If we fall short of the 180 instructional days required by law due to inclement weather or other reasons, the school year may be extended or we will reassign professional development day to make-up days.</p>						<p>Revised 7/2021</p>																																																																																																																																																																																																																

Appendix G Prohibited Items to Distribute, Possess, Sell or Use

- **Pornographic materials.**
- **Alcoholic beverages (including consumption before arriving at or while on school premises).**
- **Prescription or over-the-counter drugs when given to another student or possessing or being under the influence of another person's prescription.**
- **Matches, lighters, or drug paraphernalia.**
- **Selling, giving, delivering, possessing, using, or being under the influence of any amount of marijuana or a controlled substance, or a dangerous drug.**
- **Tobacco products, including electronic (e-cigarettes), electronic vaping devices, personal vaporizers (PV), or electronic nicotine delivery systems.**
- **Razors, box cutters, chains, or other objects are used in a way that threatens or inflicts bodily injury to another person.**
- **Knives, bladed instruments, switchblade knives, air guns, toy guns, BB guns, chemical dispensing devices, mace/pepper spray, fireworks, replica firearms, electronic stunning devices, ammunition, and other dangerous items.**

Appendix H - MKV State-Level Resolution Process



Notification of Denial and Ineligibility to Dispute the Enrollment, School Selection and/or McKinney-Vento Eligible Services Decision

Date of Notification:		Provided to:	
<u>To be Completed by the School/LEA</u>			
Person Completing Form:		Title:	
School Name:		LEA:	
Parent, Guardian, Unaccompanied Youth, or Caseworker Name:			
Student or Students Name(s):			
<u>Explanation and Description of Reason(s) for Denial</u>			
<p>After reviewing the request to enroll, school selection and/or receive McKinney-Vento eligible services for the above student(s), the request is denied and considered ineligible for a dispute resolution appeal for the following reason(s) as described in the spaces below <i>(please provide an explanation in the spaces provided of how the school/LEA reached its decision regarding this claim using the following guided questions)</i>:</p>			

Reason for Denial and Ineligibility to Dispute the School/LEA Decision:	<input type="checkbox"/> Not In-boundary <input type="checkbox"/> Not School of Origin <input type="checkbox"/> Other: _____
Guided Questions:	<u>Explanation or Description of Action/Activity</u>
What action was proposed and what was the rationale for this proposal?	
What action was refused and what was the rationale for this refusal?	
What other options did the school/LEA consider?	
Why were other options rejected?	
What enrollment, school selection, and/or other McKinney-Vento eligible services were recommended?	
For any additional questions or concerns, please contact the following local education agency (LEA) homeless liaison:	

Appendix I Dispute Resolution Appeal Form

This form is to be completed by the parent, guardian, or unaccompanied youth when a dispute arises over enrollment, school selection, or transportation assistance eligibility. The information may be shared verbally with the local educational agency (LEA) Homeless Liaison instead of completing this form (the homeless liaison will document all verbal claims). The Homeless Education State Coordinator can be contacted at (202) 654-6123.

Date Submitted:		Reference #:	
Appeal Information			
Person Completing Form:		Submitted to:	
Student or Students Name(s):			
Relationship to Student(s):	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Unaccompanied Youth <input type="checkbox"/> Advocate <input type="checkbox"/> Other: _____		
Person Completing Form Contact Information:	Phone #:	Email:	
I wish to appeal the enrollment decision made by:			
School Name:			
Authorized by:			
Point of Contact regarding Claim:			
Acknowledgement of Compliance (42 USC §11432(g)(3)(B)(iii))			
The student was immediately enrolled in the school of choice throughout the appeal process	<input type="checkbox"/> Yes <input type="checkbox"/> No		
I received a written explanation of the school’s decision.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
The homeless liaison provided assistance in preparing the appeal and made school resources available (e.g., copying, mailing, and obtaining records)	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Please include a written explanation to support your appeal in the space below or you may provide your explanation verbally to the homeless liaison (optional).			
Please sign and return completed form to the school or Homeless Education Program office			
_____ Signature of Person Submitting Dispute		_____ Date	

******* FOR SCHOOL USE ONLY *******

1. Send a copy of this completed form to the Homeless Education Program via e-mail to: Transitory.Services@dc.gov or fax to: (202) 299-2136. For additional assistance, call (202) 654-6123.
2. **Give a copy of this form to the parent, guardian, or unaccompanied youth.**
3. Maintain the original copy of this form at the school-based liaison's office (enter liaison's name):

For verbal submissions, please provide the name of the person receiving the data at the LEA or school:

Status: **Resolved at the school-level** **Escalated to the LEA** **Escalated to OSSE**
 Unresolved/recommended for further review

APPEAL DECISION CHECKLIST

*** INTERNAL USE ONLY ***

This form is to be completed by the school and/or local educational agency (LEA) when a dispute over enrollment, school selection, or transportation assistance eligibility has been unresolved with the need to escalate to the next level for review. The information contained in this form must include the entire review process, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment. This form shall be accompanied by all supporting documentation submitted throughout the appeals process.

Determination Date:		Reference #:	
<u>Appeal Information</u>			
Name of Staff Completing Form:		Resolved:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Type of Dispute:	<input type="checkbox"/> Enrollment <input type="checkbox"/> Transportation Assistance Eligibility <input type="checkbox"/> School Selection		
Name of School(s) Enrolled:		Date Enrolled:	
Supports provided during Appeal:	<input type="checkbox"/> Transportation <input type="checkbox"/> Equipment <input type="checkbox"/> Obtained Records <input type="checkbox"/> Other: _____		
<u>Claimant Information</u>			
Claim Filed by:	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Unaccompanied Youth <input type="checkbox"/> Advocate <input type="checkbox"/> Other: _____		
Name of Claimant:			
Contact Information of Claimant:	Phone #:	Email:	

Student or Students Name(s):	
<i>If this claim is unresolved, please proceed by answering the following questions:</i>	
<u>Unresolved Claims To Be Escalated</u>	
<p>The dispute resolution process is intended to represent each party's views (parent/unaccompanied youth, school, LEA) for objective consideration so that disagreements can be brought to closure expeditiously. Please provide an explanation provided of how the school reached its decision regarding this claim and why the dispute needs to be escalated in the space below.</p>	
<u>Supporting Educational Agency Staff Roles and Contact Information</u>	
<p>Please provide the name, contact information, and a brief description of the role in this appeals process of all educational agency staff members, including the school-based homeless liaison and/or the LEA homeless liaison.</p>	
School-based Homeless Liaison Information:	
Name:	L'Tanya Y. Holley
Contact Information:	Phone #: 202 379-4335 Email: lholley@seeforever.org
Brief Description of Role:	Coordinates and collaborates with State Coordinators, community and school personnel responsible for the provision of education and related services to students experiencing homelessness. Seeks to remove any barriers these students may face in succeeding in school including disputes
LEA Homeless Liaison Information:	
Name:	L'Tanya Y. Holley
Contact Information:	Phone #: 202 379-4335 Email: lholley@seeforever.org

Brief Description of Role:	Makes sure that all homeless liaisons in the LEA understands and fulfills their duties.		
Homeless Education State Coordinator Information (if applicable/escalated):			
Name:	Nicole Lee-Mwandha		
Contact Information:	Phone #: (202) 654-6123	Email: <u>Nicole.Lee-Mwandha@dc.gov</u>	
Brief Description of Role:	OSSE's Homeless Education State Coordinator will provide technical assistance to interested parties as requested and as necessary.		
<u>Routing Checklist and Escalation Authorization</u>			
Reviewed by the School-based Homeless Liaison	<input type="checkbox"/> Yes <input type="checkbox"/> No	Outcome:	<input type="checkbox"/> Resolved <input type="checkbox"/> Escalate to LEA
Reviewed by the LEA Homeless Liaison	<input type="checkbox"/> Yes <input type="checkbox"/> No	Outcome:	<input type="checkbox"/> Resolved <input type="checkbox"/> Escalate to OSSE
Please sign and return the completed form to the school or Homeless Education Program office			
_____ Signature of Person Submitting Dispute		_____ Date	
_____ Signature of Administrator/Authorizer		_____ Date	
_____ Signature of Person Submitting Dispute (if escalated to OSSE)		_____ Date	

cc: Student File

Appendix J: Bullying Prevention Policy

Maya Angelou Schools/See Forever Foundation

Bullying Prevention Policy

2019-2020

Definition: MAPCS believes that bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. Maybe 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 ties, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family 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 his person or property;
 - b. Cause a substantially 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

Acts of bullying, including cyber-bullying, whether by youth, volunteers or staff, are prohibited:

1. On MAPCS grounds and immediately adjacent property, at MAPCS -sponsored or related events on and off MAPCS grounds, on any vehicle used for MAPCS business, at any transit stop at which youth wait to be transported to MAPCS business, or through the use of any electronic devices owned by the MAPCS, leased by the MAPCS or used for MAPCS business; and
2. At a location or function unrelated to the MAPCS, through the use of any

electronic devices, including those **not owned or leased by the MAPCS**, if the acts of bullying or cyberbullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the MAPCS, or materially and substantially disrupt the orderly operation of the **MAPCS**. Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, **or witnesses** an act of bullying is also prohibited.

MAPCS will incorporate bullying prevention messages and efforts into all aspects of school programming. Additionally, staff will be committed to creating a positive and respectful environment. Safe, positive environments are best supported by an active partnership **between MAPCS and the community**. **Parents who are experiencing cyberbullying are encouraged to report the incident to the DC Police Dept at The Internet Crime Complaint Center (IC3) and inform the school administrators.**

Where possible, **MAPCS** will coordinate education efforts with other District agencies to affect citywide community education **and awareness**. **MAPCS** expects youth to behave in a way that supports **MAPCS's** objective to provide a safe and welcoming environment for other youth, **MAPCS** staff, and community members. Youth who are part of the **MAPCS** community are expected to:

1. Treat all members of the **MAPCS** community with respect;
2. Respect the property of **MAPCS**, its staff, and other youth connected to **MAPCS**;
3. Respond appropriately to instructions from **MAPCS** staff.

MAPCS will provide to all personnel whose duties consistently bring them into contact with youth by design or incident, information on how to refer incidents of bullying to the Principal or his/her designee. Additionally, all students will receive pertinent information about the various forms of bullying and appropriate ways to interact with their peers, during their initiative block class. The Initiative Block class is a Tier 1 intervention for which all students are scheduled over the course of the academic year. During this class, the instructors will deliver evidence-based Social and Emotional Learning (SEL) and College and Career Success (CCS) - themed curricula to all students. One such curricula, *Overcoming Obstacles* includes several lessons on the impact

of bullying and how students can negotiate this difficult experience. Some of the topics addressed in this curriculum include:

1. Self-regulation (controlling impulses; focusing, sustaining and shifting attention; listening to and remembering information; empathy training);
2. Perspective-taking (appreciating similarities and differences; recognizing and identifying feelings of others; understanding that feelings can change and are complex);
3. Emotion management (recognizing and identifying one's own feelings; learning strategies for calming down strong emotions; managing stress/anxiety);
4. Problem-solving (learning a process for solving problems; goal setting);
5. Communication skills (being assertive; being respectful; negotiating and compromising);
6. Friendship skills (cooperation; including others; joining in with others).

Types of Bullying

Cyber-Bullying

Cyber-Bullying is the use of electronic information and communication devices to, included but not limited to, email messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites that:

1. Deliberately threatens, harasses, or intimidates an individual or group of individuals;
or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

A safe and civil environment in the school is necessary for students to learn and achieve high academic standards. Cyberbullying by a MALC student directed toward another student or school staff member is a conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. MALC prohibits acts of cyberbullying by its students. Per page 27 of the Parent & Student Handbook, the Principal or designee may report allegations of cyber-bullying or social media libel are police matters to be handled by parents and not the responsibility of the school.

Student Bullying, Harassment, or Intimidation A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in, or benefit from, the school's educational programs or activities is adversely affected.

Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in MAPCS. Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set forth in this Parent & Student Handbook.

Students may report bullying, harassment, or intimidation without fear or harmful consequences. Students, parents, close adult relatives, and/or staff are strongly encouraged to report any time you believe there is an incident of bullying, harassment, or intimidation.

Additional definitions, guidance, and relevant forms are listed as Addendums

Reporting an Incident of Bullying

MAPCS will collect the following pieces of information about reported incidents of bullying:

1. Name(s) of the victim, bully, and any witnesses
- a. Reliable contact information for the victim, bully, and any witnesses 2.

Relevant attributes about the victim, bully, and any witnesses including:

- a. Any prior incidents involving either the victim or bully?
- b. Connection of the victim, bully, and any witnesses to the incident (i.e. are they students, staff, volunteers, etc.)

3. The nature of the bullying incident:
 - a. Where did the incident take place?
 - b. What time did the incident take place?
 - c. What type(s) of bullying it was (ie. physical, verbal, cyber, and relational)
 - d. What factors drove the incident of bullying (i.e. social status, personal appearance, race, and sexual orientation)
 - e. Was there an adult present?
 - f. Context of the incident.

MAPCS will only attempt to collect this information insofar as it does not jeopardize the safety of the victim and witness(es) and allows all reports of bullying to be made anonymously.

Additionally, all staff at **MAPCS** will actively seek out youth who are at risk of being victims or bullies to proactively remedy incidents of bullying before they occur. Below are some of the risk factors of being both the victim and bully:

Risk factors for being a victim in an incident include:

- 1.. Individual factors
 - a. Cautious, sensitive, insecure personality
 - b. Difficulty asserting themselves among peers
 - c. Physical weakness, particularly in boys
2. Parental factors
 - a. Possible overprotective parents
- 3.. Peer risk factors
 - a. Lack of close friends

Risk factors for being a bully in an incident include:

1. Individual factors
 - a. Impulsive, hot-headed, dominant personality, lacking empathy
 - b. Difficulty conforming to rules and low frustration tolerance

- c. Positive attitudes toward violence
- d. Gradually decreasing interest in school or academic achievement

2. Parental factors

- a. Lack of parental warmth and involvement
- b. Overly-permissive or excessively harsh discipline/physical punishment by parents
- c. Lack of parental supervision

3. Peer risk factors

- a. Friends/peers with positive attitudes towards violence
- b. Exposure to models of bullying

MAPCS staff who believe that a youth is at risk of being a victim or bully will send the youth to the Principal who will meet with the student to discuss the details of the alleged bullying. *The Principal may opt to include the student's Clinical Counselor or Student Development Manager to assist with the interview process.* The goal is for the student to feel supported and comfortable so that he/she can accurately explain the nature of the allegations. The **Principal** or his/her designee will also call to notify the student's parent/guardian of the bullying allegations and the anticipated timeline of the investigation.

MAPCS expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the Principal, who will create a written report of a bullying incident and include the incident in MAPCS reports of bullying incidents to city agencies upon request. Youth, parents, guardians, and community members are encouraged by **MAPCS** to report any incidents of bullying they witness or become aware of.

Reports of bullying by youth, parents, guardians, and community members may be made anonymously, but disciplinary action cannot be taken by MAPCS solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in **MAPCS's** bullying database.

The MAPCS Policy directs staff to provide for the safety of alleged victims of bullying at the inception and during the course of an investigation. The Policy lists who must be notified about an incident of bullying, including at a minimum:

- Parents and guardians of all victims, bullies, and if appropriate, witnesses in
- Schools and connected agencies if youth from multiple agencies are involved in an incident.
- Law enforcement (if the bullying behavior may involve criminal activity)
- The policy requires that an investigation take place no later than 30 days after the receipt of an incident report

Sanctions and Remedies for Bullying

1. The MAPCS Policy ensures that sanctions are applied consistently, fairly, and equitable
2. The MAPCS Policy provides procedures by which the consequences for bullying will be communicated to youth in contact with an outside agency
3. The MAPCS Policy includes a list of sanctions that will be applied to an incident of bullying and the circumstances under which they will be applied

Referral to services

1. The MAPCS Policy provides a process for referring victims, bullies, and witnesses to clinical services within the school or to a staff member for restorative conversation to take place if possible.
2. The MAPCS Policy dictates who will be informed about the referral of youth to services.

Services for Bullies, Victims, and Witnesses

1. The MAPCS Policy prevents noting services provided to youth as a disciplinary action whenever possible. Rather, the goal is to “repair the harm” and facilitate a restorative conversation between the victim and the bully
2. The MAPCS Policy

orients service provided to victims and witnesses around restoring the youths' sense of safety and teaching them to respond to incidents of bullying constructively.

Prohibition against Bullying

1. The MAPCS Policy includes a statement prohibiting bullying
2. The MAPCS Policy includes a statement prohibiting retaliation for reporting bullying
3. The MAPCS Policy encourages a youth advisory panel (i.e. Ambassadors)/student Government Association to use their platform to discuss bullying and educate the school community.

Publication and Contact Information

1. The MAPCS Policy outlines the procedures for policy distribution through the agency website and to the youth and parents in contact with the agency.
2. The MAPCS Policy mandates making publically available the contact information for agency bullying prevention personnel at the campus level.

Primary Prevention Strategies

1. Create a positive school climate and atmosphere.
2. Intentional efforts to improve parent engagement.
3. Code of Conduct (Policy includes a code of conduct for, at minimum, youth in contact with the agency).
4. Training and Professional Development.
5. The use of an evidence-based curriculum that includes Bullying Prevention strategies (Policy provides guidelines for integrating a bully prevention curriculum into all youth-serving agency activities).

The policy mandates that the curriculum includes many of the following:

- a. Self-regulation
- b. Perspective-taking
- c. Emotion management
- d. Problem-solving
- e. Communication skills
- f. Friendship skills

g. Ensures that adopted curricula align with the OSSE Health Education Standards.

7. Data Collection

8. Data Collaboration

9. Incident Database

10. Incident Measures

The Policy mandates the collection of:

- a. Contact information for victims, bullies, and witnesses of a bullying incident
- b. Relevant attributes about the victims, victims, and witnesses of a bullying incident such as prior disciplinary incidents
- c. Information on the nature of a bullying incident such as where the incident took place and what type of bullying it was
- d. Policy mandates that this information will only be collected as long as the safety of the victim can be maintained
- e. Policy mandates that this information will only be collected as long as anonymous reporting of incidents can be maintained

Identifying At-risk Groups

The MAPCS Policy directs agency staff to actively engage with youth who are at risk of being victims or bullies in a bullying incident.

Referral Procedure

The MAPCS Policy defines a referral procedure for at-risk youth that matches them to appropriate services and restricts noting youth referrals to service as disciplinary action.

Controlling At-Risk Areas The MAPCS Policy will include procedures for addressing physical agency locations that have been determined to be high-risk areas for bullying incidents. The Policy will mandate that the school takes steps to secure at-risk areas no more than a month after learning about them.

1. Policy prevents noting services provided to youth as disciplinary action
2. The policy lists the attributes of a youth that will be considered when determining the appropriate service

Tertiary Prevention Strategies: Reporting Incidents of Bullying

1. Policy includes a procedure for staff reporting of bullying incidents
2. Policy includes a procedure for entering reports of bullying incidents into a database
3. Policy includes mechanisms that will allow youth, parents, and other agency community members to report incidents of bullying incidents
4. Policy includes a mechanism for anonymous reporting of bullying incidents
5. Policy provides that no disciplinary action will be taken solely on the basis of an anonymous report

Investigating Incidents of Bullying

1. Policy mandates a procedure for investigating incidents of bullying
2. Policy directs agency staff to provide for the safety of alleged victims of bullying at the inception and during the course of an investigation
3. Policy lists who must be notified about an incident of bullying, including at a minimum:
 - a) Parents and guardians of all victims, bullies, and if appropriate, witnesses
 - b) Law enforcement if the bullying behavior may involve criminal activity
4. Policy requires that an investigation take place no later than 30 days after the receipt of an incident report

Sanctions and Remedies for Bullying - MAPCS has created a task force to review the following:

1. Sanctions that are applied consistently, fairly, and equitably
2. Procedures by which the consequences for bullying will be communicated to youth in contact with an agency
3. A list of sanctions that will be applied to an incident of bullying and the circumstances under which they will be applied
4. Referral to Services

5. Services for Bullies, Victims, and Witnesses
6. Rewards for Third-Party Preventions
7. Appeals Process which allows for dissatisfied parties to appeal the outcome of an investigation to a higher agency authority

Appendix K: Bullying Incident Report

Personal Information

1. [Optional] Name of person filing the report:

Please note that a report of bullying may be made anonymously. However, no disciplinary action will be taken solely in response to an anonymous report. The report may be the basis for an investigation that supplies additional information needed to undertake disciplinary action.

2. You are the:

a. Victim of this behavior: _____

b. Witness to an incident: _____

3. You are a:

a. Youth: _____ b. Parent/Guardian: _____

c. Staff member (please specify): _____ d. Other (please specify): _____

4. [Optional] Your contact Information:

a. Phone: _____

b. Email: _____

Incident Information

Name(s) of victim: _____

Name(s) of bully/bullies: _____

Date and Time of Incident: Date: _____ Time: _____AM/PM

Type of Aggression: Please check all that apply to this incident

- Verbal
- Physical
- Written
- Cyberbullying
- Relational

Location of Incident - Please check all that apply to this incident

- Classroom
- Hallways
- Cafeteria
- Bathrooms
- Locker Room
- On the Way to School
- Other Campus Location (specify):
- Off Campus Location (Cyber Bullying).
- Off-Campus Location (Verbal/Physical-specify): ,

Witnesses (Please list people who have information about the incident)

Name: _____ Student: ___ Staff: ___ Other (specify): _____

Name: _____ Student: ___ Staff: ___ Other (specify): _____

Name: _____ Student: ___ Staff: ___ Other (specify): _____

Name: _____ Student: ___ Staff: ___ Other (specify): _____

Context: _____

____Please return this form to the Principal or Designee

THIS PAGE LEFT BLANK INTENTIONALLY