

Maya Angelou Public Charter School

Student/Family Policy

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@seeforever.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
1.2 Harassment	
1.3 Disrespecting staff	

1.4 Disrupting the learning environment	<ul style="list-style-type: none"> ● Temporary removal of student from classroom for conversation ● Behavior contract ● 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
1.5 Food/Drink in class	
1.6 Inappropriate use of technology	
1.7 Inappropriate language	
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	

- 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.

causes disruption to the academic environment, involves damage to school 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
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	<ul style="list-style-type: none"> • Suspension or removal from Residential program (Resi) • Involvement with Law Enforcement • 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>
3.9 Staff Threats (verbal or physical)	
3.10 Weapons (Usage) **	
3.11 Gambling	
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.
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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 Patricia Richardson, Director of Special Education, at prichardson@seeforever.org.

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:

Alise Marshall
Michael Vu
Board Chairs
Maya Angelou Public Charter Schools
mapcsboard@seeforever.org

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. The Student Support Specialist (SSS) team collaborates with the Attendance Coordinator to ensure attendance documentation is captured appropriately. Additionally, the Attendance Coordinator may be tapped to assist with contacting critical external stakeholders (eg. Probation Officers or Community Support Workers), in the spirit of

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 amount 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 (Full School Days)	School Response / Consequence for Student
1-2	Phone Call Home
3-4	<p style="text-align: center;">Letter Home/Home Visit Robocall to Parent/Guardian</p> <p>*For students working remotely only, staff calls the student’s home to complete a wellness check. The wellness check must include a discussion of the student’s attendance, including the identification of technology or other barriers and any other challenges and potential resources needed to support student success.</p>
5	<p style="text-align: center;">SST/Truancy Conference Attendance Intervention Plan</p> <p>*Students who reach this threshold are reviewed by the MTSS Leadership Team to consider whether more targeted supports are needed.</p>
7	Home Visit Conducted/MPD Warning Letter Sent
10	<p style="text-align: center;">Truancy Warning Letter</p> <p>*MTSS Leadership Team reviews lists of all students (ages 5-17) who have reached the 10-day unexcused absence threshold to consider whether more targeted support is needed</p>

	*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 is ready for the student to re-engage in schooling, they may contact MAPCS for 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 with 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 a 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 school administration. Excuse Note forms may also be obtained from the front office or your student's Student Development 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. Note **must** include date(s) of absence(s), reason for absence, contact phone number and the student's full name.
- e. Email notification from parent or legal guardian. Note **must** include date(s) of absence(s), reason for absence, contact phone number and the student's full name.
- f. Obituary and/or funeral program of 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 amount 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.

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
- Academic 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:

Alise Marshall
Michael Vu
Board Chairs
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.

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.

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

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.