

Maya Angelou PCS Young Adult Learning Center
School Year 2022-23 Student and Family Policy

Discipline Policy

It is the policy of the Young Adult Learning Center, (referred to as the YALC), to create a safe learning environment conducive to all students. The YALC shall provide all students the opportunity to be successful regardless of race, sexual orientation, and/or religious beliefs. In maintaining this environment, the YALC shall provide all students, families and staff with clear expectations and rules for appropriate school behavior. These rules must balance the responsibilities and rights of each individual and the responsibilities and rights of the YALC.

Students who enroll in the YALC must align themselves with the YALC's policies of maintaining a safe learning environment for the entire community. Any disruption to the learning environment will result in the YALC administering disciplinary actions intended to change and manage inappropriate behaviors. To ensure the YALC's discipline policy is understood, all students enrolling in the YALC must participate in an orientation, where the rules, policies and expectations will be explained.

Whenever possible the YALC will implement various strategies in addition to the discipline policies to correct student behavior.

Some of the strategies include but are not limited to the following:

- Redirection
- De-escalation
- Mediation
- One on One conferences
- Student Support Team meetings/Student Round Tables
- Referral to the school social worker
- Behavior Contracts

The YALC's policy is to keep all students in school, however, decisions regarding student behavior and discipline shall balance needs of the student and the interest of the school community and minimize disruption of academic instruction. Additionally, the YALC shall provide a fair and consistent approach to student discipline, while considering the rights and responsibilities of the student as well as the needs of the learning environment. Students are to conduct themselves in a manner that represents the policies of the school. This includes offsite sanctioned school activities.

Disciplinary actions will be considered based on factors such as:

- Nature of the infraction
- Student's previous behavior and consequences
- Injury
- Weapon
- Drugs/Alcohol
- Referrals (Behavioral/Counseling)
- Safety of others, (to include other students and staff)

The YALC will give out disciplinary actions based on the above mentioned factors. These actions are:

- Temporary removal from class
- Short Term Suspension (1-5 days)
- Long Term Suspension (6-10 days)
- Expulsion (removal from the YALC-requires a hearing from the Chief of School or his/her designee)

Any student who is suspended will have a re-entry meeting. This meeting will determine if the student has taken responsibility for his/her actions. The expectations for proper behavior will be reiterated to the student during the re-entry meeting.

Definitions

Out-of-school Suspensions

If a student is suspended, the student is removed from the school environment for up to 10 days. The YALC Director 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 YALC Director 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. Please note that suspensions may be issued lasting longer than 10 school days in the instance of a serious infraction.

Students are provided with a Notice of Suspension, 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 YALC Director or the YALC Director's designee. For minor students, a conference with the parent/legal guardian is suggested prior to returning to the school environment.

Expulsion

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

Notice of Disciplinary Action

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.

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 Russell Waller, Director of Special Education, at rwaller@seeforever.org.

Code of Conduct

When administering disciplinary actions or consequences, the YALC will determine the action based upon a Tier system. The Tier system is broken into five (5) Tiers.

Tier I behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier I behaviors result in classroom-level disciplinary responses that may be elevated to an administrator if the student is not successfully abated by the teacher or the appropriate school-level committee.

The following behaviors shall be considered Tier I behaviors:

- Refusal to comply with staff instructions, or classroom or school rules
- Off-task behaviors that demonstrate disengagement from classroom learning
- Behaviors that disrupt or interfere with classroom teaching and learning
- Unexcused lateness for school or class
- Inappropriate displays of affection
- Excessive noise in the classroom, hall, or school building
- Communicating with staff and peers in a manner that is not polite, courteous, or respectful
- Being in staff offices without permission
- Directing profanity or obscene/offensive gestures toward peers
- Disciplinary responses for Tier I behaviors shall include:
 - Verbal redirection or reprimand
 - Teacher/student conferences
 - Parental contact in writing or by phone (for students 17 years old)
 - Teacher/parent conference (for students 17 years old)

- Temporary Removal of Student from Classroom
- Behavior/Counseling Referral
- Behavior contract

Tier II behaviors are those behaviors not specifically enumerated in any other tiers but can cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier II behaviors result in school-based and administrative disciplinary responses.

The following behaviors shall be considered Tier II behaviors:

- Using computer/office equipment without permission
- Intentional Misuse of School Equipment/Supplies/Facilities
- Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones)
- Non-compliance with approved dress code
- Leaving classroom without permission
- Unexcused absence from class
- Unauthorized presence in hallway during class time
- Unexcused absence from school
- Inappropriate or disruptive physical contact between students
- Directing profanity or obscene/offensive gestures toward staff
- Throwing objects that may cause injury or damage to property
- Any behavior or other conduct not specifically enumerated in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others
- Documented Pattern of Persistent Tier I Behavior

Disciplinary responses for Tier II behaviors shall include:

- Verbal redirection or reprimand;
- Teacher/student or administrator/student conference, or all three parties
- Parental contact in writing or by phone (for students 17 years old)
- Administrator/parent conference (for students 17 years old)
- Temporary Removal of Student from Classroom
- In-School Disciplinary Action (community service projects)
- Behavior/Counseling referral
- Behavior contract

Tier III behaviors are those behaviors not specifically enumerated in any other tiers, but may cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences listed in Tier I and II Tier III behaviors may result in an Out of School Suspension.

The following behaviors shall be considered Tier III behaviors:

- Inappropriate Use of YALC Computer or Network (restricted websites, offensive emails)
- Sale or Distribution of any item without authorization (must be approved by the Chief of Schools)
- Possession or Distribution of obscene or pornographic material on school premises
- The sale and/or use of alcohol on campus
- The sale or use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia
- Unauthorized Possession, Use, or Distribution of over-the-counter medication
- Verbal, written, or physical Threat to person or property (including intimidating postures)
- Obscene, racial, seriously offensive, or abusive language or gestures
- Causing disruption on school property or at any YALC-sponsored or supervised activity
- Gambling
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business) including derogatory sexual language
- Engaging in Sexual Acts on school premises or at school-related functions Leaving school without permission (for students 17 years old)
- Academic Dishonesty
- Forgery
- Lying to or giving misleading information to school staff
- Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)
- Engaging in behavior that demonstrates Gang/neighborhood crew affiliation (displaying clothing or gestures associated with Gangs)
- Hazing
- Bullying, or using humiliating, or intimidating language or behavior, including Internet Bullying
- Possession of tools or instruments which school administrators deem could be used as weapons
- Engaging in reckless behavior that may cause harm to self or others;
- Extortion
- Fighting where there is no injury and no weapon
- Trespassing
- Any behavior or other conduct not specifically enumerated in the previous tiers, which causes significant disruption to the academic environment or causes harm to self or others
- Documented Pattern of Persistent Tier II

Behavior Disciplinary responses for Tier III behaviors shall include:

- Verbal redirection/reprimand
- Teacher/student conference or administrator/student conference or all three
- Parental contact (written or by phone) (for students 17 years old)
- Parent conference (for students 17 years old)
- Temporary Removal of Student from Classroom
- Behavior/Counseling referral
- Behavior contract
- In-School Disciplinary Action
- Out-of-School Short-Term Suspension (can be elevated to a long-term suspension depending on patterns of behavior)

Tier IV behaviors are those behaviors not specifically enumerated in any other tiers, but may cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier IV behaviors result in Out-of-School Suspension and possible Expulsion. (a)

The following behaviors shall be considered Tier IV behaviors;

- Acts of vandalism, destruction of property, or graffiti (tagging)
- Documented theft of school or personal property without force
- Interfering with school authorities or participating in a major disruption of the school's operation
- Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, or place of residence or business
- Lewd or indecent public behavior or sexual misconduct
- Sexual Harassment towards peers or staff Sexual Harassment towards peers or staff
- Retaliation for reporting Harassment and Sexual Harassment
- Fighting which creates substantial risk of or results in minor injury
- Inciting others to violence or disruption
- Activating False Alarm
- Contaminating food
- Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act
Using an article that is not normally considered a weapon to intimidate or threaten another individual
- Any behavior or other conduct not specifically enumerated in the previous tiers, but causes disruption to the school operation, destroys school property, or causes significant harm to self or others

- Documented Pattern of Persistent Tier III Behavior enumerated Disciplinary responses for Tier IV behaviors include: Out-of-School Short-Term Suspension, and Out of School Long-Term Suspension and possible Expulsion.

Tier V behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier V behaviors result in Out-of-School Suspension or Expulsion.

The following behaviors shall be considered Tier V behaviors:

- Acts of Exceptional Misconduct at other schools
- Vandalism/destruction of property over \$500
- Selling or Distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- The Possession or Distribution of alcohol
- The Possession of drug paraphernalia or controlled substance, irrespective of the amount or type
- Causing serious disruption or damage to school's computer systems, electronic files, or network
- Possession of fireworks or explosives
- Theft or attempted theft using force, coercion, intimidation, or Threat of violence;
- Assault or physical attack on student or staff
- Fighting which results in a serious physical injury
- Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury
- Using an article that is not normally considered a weapon to injure another individual;
- Use, threatened use, or transfer of any weapon
- Use, Possession, or bringing to school a loaded or unloaded firearm, including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns
- Knives (e.g. Bowie, dirk, lock-blade, hunting, pen, pocket, switchblade, utility, box cutter, etc.)
- Martial arts devices (e.g. Chinese stars, nun chucks, etc.)
- Air gun, bb gun, paintball gun
- Other weapons or instruments designed to be or commonly used as weapons (e.g., chains, clubs, knuckles, night stick, pipes, studded bracelets)
- Mace, pepper spray, tear gas
- Explosives
- Slingshot
- Bullets
- Chemical weapon
- Razorblade or razor

- Any behavior that violates the Gun-Free Schools Act
- Deliberate acts that cause severe physical injury to another person (s)
- Assault with a weapon
- Commission or attempted commission of any act of sexual assault or sexual aggression;
- Arson
- Biohazard
- Bomb threat
- Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the Maya Angelou PCS system
- Any behavior or other conduct not specifically enumerated in the previous listed Tiers, which causes significant disruption to the school operation, or causes substantial harm to self or others
- Documented Pattern of Persistent Tier IV Behavior.

Disciplinary responses for Tier V behaviors include:

- Out-of-School Long-Term Suspension
- Expulsion

Please note that the Young Adult Learning Student Code of Conduct 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 Russell Waller, Director of Special Education, at rwaller@seeforever.org

Procedures for Suspensions And Expulsion

All suspension must be aligned with the policies of the PCSB and the Maya Angelou Public Schools. Suspensions will be assigned to a student by the Program Director or their designee. All suspensions will be put into PowerSchool and notification given to the student advising of the suspension, the reason and the number of days assigned. Should the student be suspended for 3 or more days, work packages will be prepared for that student.

In the event the student is 17 years old, his/her parent will be contacted, prior to the student leaving the building. If contact cannot be made, the student will remain in school until dismissal and the suspension will start the next day.

When a suspension involves a student with disabilities, the Director of Special Education will be given a copy of the suspension notification and the student's team will be notified. A

manifestation must be conducted to determine if the infraction /action is a manifestation of the student's disability as set forth in his/her IEP, BIP or 504 plan.

All students will be invited to a re-entry meeting once their suspension is over. In that meeting will be an administrator, the student, his/her parent if they are 17 years old and any probation officers, social workers, case managers, lawyers or any community workers. This meeting will determine if the student has taken responsibility for his/her actions.

When a recommendation for expulsion is made, a hearing will be set and convened by the Chief of School or her designee. During that hearing the YALC will present the information and reason why expulsion is recommended. The student will present their information and the Chief of Schools will make a decision to uphold the expulsion, set additional time to the suspension or accept the time served. The student will be notified in writing in 24 hours of the hearing.

In all instances, the Maya Angelou PCS and the YALC will align itself with laws, ordinances, statutes and codes which govern the District of Columbia. It is further stated that the school entity will cooperate fully with all law enforcement officials in the administration of justice.

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 YALC Director'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 or minor 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 (if applicable), and Student.
- The school provides the student or minor student's 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 Code of Conduct and resulted in a recommendation for expulsion.
- Meeting Agenda Item 3: The student or minor student's 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 student or minor student's parent's agreement or non-agreement with the team's decision.

Appeals

Students or the minor student's parents/legal 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 YALC Director. When requesting an appeal, contact the school's main office 202-289-8898 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 202-289-8898.

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 YALC Director 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 Russell Waller, Director of Special Education, at rvaller@seeforever.org.

Should a student or parent/guardian of a minor student be unable to resolve an issue at the school level with the building YALC Director, 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) 797-8250

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

Attendance Policy:

It is the policy of the Young Adult Learning Center, (referred to as the YALC), to create a learning environment conducive to all and shall provide all students the opportunity to be successful.

This success is based upon the YALC's commitment to educational excellence, the unique curriculum and to student learning. It is imperative that students enrolled at the YALC to be present and on time for all classes. Tardiness and absences can negatively affect a student's progress and success. The YALC expects all students who enroll in its academic program to make a commitment to themselves and the school and become partners in their success.

Based upon the unique nature of the program, and the age-range of students who enroll at the YALC, (mostly adults), policies and procedures have been developed to reduce absenteeism and tardiness. The normal school day is divided into an AM and PM session. Students are expected to start their first period class promptly. If a student arrives 30 minutes late he/she is considered tardy and will not be permitted to enter the first period class. The student will wait and then attend the second period class. Any AM student arriving at 11AM or later is considered absent for the entire day.

PM students are expected to report to school and enter the building for lunch and start first period class promptly. If a student arrives during first the period he/she is considered tardy and will not be permitted to enter the first period class. They will wait and then attend their scheduled second period class. Any PM student arriving at 2:30PM or later is considered absent for the entire day.

Monitoring and recordkeeping is paramount in ensuring students are coming to school and attending classes. This information is also shared with various stakeholder for the school and students i.e. PCSB, parents, probation officers, case managers, lawyers and community workers.

Excused Absences

A distinction is made from excused and unexcused absences. An excused absence is being out of school for a legitimate and acceptable reason as defined by the school. When a student is out for one of those defined reasons and provides written documentation, the student's attendance record will reflect excused absence. This type of absence allows the student the opportunity to make up any work they may have missed. Whenever possible, the student should advise the school's designated person they are going to be out of school. In all cases, upon returning to school from an excused absence, the student must provide documentation, detailing the absent.

Examples of excused absences are:

- Legal appointments
- Death in the family
- Medical appointments
- Caring for a sick relative
- Social services appointments
- Enrolling a child in school
- Difficulty with daycare for child
- Observance of religious holidays
- 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
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena
- 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
- An emergency or other circumstances approved by an educational institution
- 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
- Suspension from school

Unexcused Absences

An unexcused absence occurs when the student fails to properly communicate with the school attendance designee or bring in documentation on why they did not attend school. These types of absences can cause the student to get behind in class work. Students under the age of 18 years, who miss 15 or more unexcused absences will be referred to the Court Social Services Division of the Superior Court of the District of Columbia and to the office of the Attorney General within 2 business days of the 15th absence.

Examples of unexcused absences are:

- Oversleeping
- Weather when the school is not closed
- Leaving school without permission
- Not attending classes for the majority of the student's schedule

In the instances where the school has to close due to weather or unforeseen circumstances, these absences will not adversely affect the student.

The YALC realizes that student attendance is the key to being successful and missing school can adversely affect the commitment the YALC has made to the student. If the student is going to be successful he/she must make the same commitment.

To enhance school attendance, the YALC has developed an attendance protocol to assist and advise students and parents of any and all absences. The YALC works with Metro to obtain transportation passes and/or tokens for students to ride the bus and trains. Student support team (SST) meetings are held to determine why the student is missing so many days and to make referrals to social workers or appropriate service providers to eliminate the barriers which cause the student to miss school.

The staff at the YALC can also call the student to ensure they are up on time so they can be at school on time. An incentive program has also been put in place to encourage daily attendance. To ensure the YALC has done everything possible to help the students it serves, Student Round Tables are convened and student's needs and progress are discussed and a determination is made for the student to remain or be removed.

When a student is absent, the following policy will be followed:

- Day 1- call from the teacher and the attendance designee
- Day 2- call from the teacher and attendance designee
- Day 3- letter mailed to the home advising of the unexcused absences/calls made
- Day 5- SST meeting convened (plan developed and referrals made)
- Day 6- home visit conducted
- Day 7- letter mailed to the home
- Day 10- Warning letter mailed to the home (possible removal for students 18+/Court referral for students age 17)
- Day 15- Student Round Table convened (Court referral made for students age 17)
- Day 20- student removal from role

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 arise, 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.

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 ("I-IRA"), 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 Educational Rights and Privacy Act (FERPA) Notice

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 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.
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. Student contact telephone numbers
 - e. Honors and Awards
 - f. Dates of Attendance and Enrollment Status
 - g. 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

Young Adult Learning Center's (YALC) Admission Policy

Maya Angelou Public Charter School YALC - Evans Campus is a public, charter, alternative school located in Washington, DC. The YALC is the GED part of the of the charter school. The student who enroll or wish to enroll must be at least 17 years old without a high school diploma. If the student is 17, the parent is responsible for completing the application and proving DC residency.

The following is needed to enroll:

- Students must complete the enrollment application, which can be completed online or in person.
- Students must prove DC residency. This is done by proving the documentation such as, 2 bills other than a cable bill in their name, accompanied with a payment receipt not older than 45 days, a valid DC driver's license with vehicle registration, a current lease, with a current payment receipt or a DC Ward letter. Residency can also be proved by a school official doing a home visit and filling out the Home Visit form.
- A current DC ID.
- A birth certificate
- The YALC can also receive students from one of the other 4 programs, The High School, The Youth Services Center, New Beginnings or DC Jail. The school leaders will come together to discuss the student's need and will determine if their needs can be met at the YALC.

The YALC has a hybrid program where students can come in, for morning or evening classes, or take classes on line