

MAYA ANGELOU PUBLIC CHARTER SCHOOL



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

2025-2026

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Welcome Letter

August 1, 2025

Dear Maya Angelou Family,

Welcome back!

I hope each of you enjoyed a safe, restful, and fulfilling summer. As we prepare to open our doors for another exciting school year, I want you to know how thrilled I am to welcome you back to *your* school—Maya Angelou Public Charter High School, where excellence, growth, and transformation live at the heart of everything we do.

Whether you are returning as a familiar face or joining us for the first time, this year is full of opportunities to learn, lead, and leave your mark. Our halls are already buzzing with energy, and our dedicated teachers and staff have been hard at work preparing classrooms, lessons, and experiences that will challenge you academically and nurture your talents.

To the **Class of 2026**—this is your year to shine! You are stepping into the final chapter of your high school journey, and we are incredibly proud of the leadership, determination, and growth you've shown along the way. Let's make this a year to remember—filled with milestones, memories, and the motivation to finish strong. Graduation is on the horizon, and we will be right here supporting you every step of the way.

As we embark on this school year together, remember: at Maya, you are part of a community that believes in your brilliance. Each of you has the power to shape not just your future, but the world around you. Embrace the challenges, celebrate the victories—big and small—and lean on the support of your teachers, mentors, and peers.

Let's make this year the best one yet. Let's lead with love, learn with purpose, and show the world what Maya scholars are made of!

Go REBELS!!



Sincerely,

Shantelle Wright-Cunningham
MAPCS 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 at the Maya Angelou Learning Center, as well three Maya Angelou Academies in secure settings—the Maya Angelou Academy at New Beginnings, a secure facility for committed youth in Laurel, MD; the Maya Angelou Academy at YSC; and the Maya Angelou Academy at DC DOC. 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.seeever.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 Policy Meetings

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.

Open Meetings

The MAPCS Board plans to conduct open meetings, 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.

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.

High School Matriculation

Admissions Preference Policy

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

Enrollment Process

MAPCS High School participates in the MySchoolDC lottery. New students and students returning after a gap in enrollment must apply through MySchoolDC’s website, <https://www.myschooldc.org/>. Please contact MySchool DC at 202-888-6336 for more information on how to apply.

If students are returning to MAPCS High School, the MAPCS Enrollment Manager can assist them with enrollment directly without requiring a MySchoolDC application. Students who meet this criteria include:

1. Current students who are enrolling for the next school year.
2. Students who are enrolling over the summer for the next school year AND were enrolled on the last day of the most recent school year.

MAPCS is a multi-campus local education agency (LEA) that includes Maya Angelou Public Charter School and Young Adult Learning Center. If a student wishes to transfer to another campus

in the LEA, the students may do so if the respective campus has available seats and the student is within the campus-served age-group. Students must follow the same enrollment procedures as students enrolling from another LEA.

If you have questions regarding the enrollment process, please contact the MAPCS Enrollment Manager at 202-379-4335.

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 the Academic Dean/Counselor 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.

Requests for Schedule Changes

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

High School Graduation Requirements

Subject Area	Specific Credit Requirements	Assessment Requirement¹
English	4 credits (English I, English II, English III & English IV)	DC CAPE (English I & II) NWEA MAP Reading
Mathematics	4 credits (Including Algebra I, Geometry, Algebra II, and an Upper-Level Math)	DC CAPE (Algebra I & Geometry) NWEA MAP Math
Science	4 credits (Including Biology, 2 lab sciences, and 1 other science)	DC CAPE (Biology)
Social Studies	4 credits (Including World History I and II, DC History, US Government and US History)	
Additional Requirements		
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 credits	
Other Electives	1.5 credits	

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.

Community Service: See the section below on Community Service for more detailed information. Students must complete a locally-developed program approved by the Chief of Schools.

Assessments: MAPCS requires all students to take the statewide standardized assessments that apply to their enrolled courses in alignment with the Every Student Succeeds Act legislation. In addition, students will take additional school-specific assessments as required by the DC Public Charter School Board (the school's authorizer).

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.

Matriculation to the Next Grade

ACADEMIC PLACEMENT REQUIREMENTS	
9th Grade	0-5 credits
10th Grade	6 or more credits including English I & Algebra I
11th Grade	12 or more credits including English I, English II & Algebra I
12th Grade	18 or more credits including English I, English II, English III & Algebra I

Please note 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 contact our Academic Dean.

Graduation Requirements

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 Enrollment Manager 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 Dean and/or the Academic Counselor 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.

Grading Policy

- All grades will be scored in the appropriate categories:
 - Class participation - 20%
 - Projects - 25%
 - Class assignments - 30%
 - Assessments - 25%
- Weekly Grading Policy
 - At least **3 grades/week**: 1 Participation Grade, Assignment Grade, Assessment Grade
 - Participation means awarding a grade for participating in classroom discussions, completing warm-ups, exit slips, etc.
 - Components of a project can count as a weekly classwork/assignment grade.
 - Assignments scored in the gradebook are decided at the instructor's discretion.
 - Quarterly culminating unit and summative assessments.
 - At least one assignment per week requires a rubric and/or success criteria, as well as specific feedback to students.
 - At least **2 project grades for each quarter (each unit MUST have a final project)**
 - One of the assignments must be the FINAL Project of the quarter. It must be labeled FINAL and scored in the “**projects**” category.
 - Other smaller projects can be included throughout the quarter.
 - All projects must have a rubric.
 - *(Example: Final Exam, Final Discussion, Final Essay, Final Project, Final Lesson, etc.)*
- The **lowest failing grade** that a student can receive is a **40% for each category/assignment in the gradebook. FORTY percent is equivalent to ZERO.**
- If a student plagiarizes an assignment, they will receive consequences based on the Academic Dishonesty/Plagiarism policy (see *Student & Family Handbook* for more details). Teachers must complete a “quick referral” form at each incident.

Tier	<i>Possible Restorative Actions & Consequences</i>	Who Is Involved
Level 1 – First/Minor (ex: a paragraph copied, incomplete citation, accidental or first-time misuse)	• Zero on the plagiarized portion (not the whole task) • Student rewrites within 24 hours • Redo the work for up to 80 % credit • Guided reflection sheet on academic honesty	• Teacher • Academic Counselor • Parent/Guardian Email
Level 2 – Repeated/Moderate (ex: multiple sections copied, intentional copying or second offense)	• 50% on entire assignment • Mandatory Academic Integrity Workshop (1hour) • Eligibility freeze for leadership/extracurricular roles (2 weeks) • Complete a 2-page research brief on “Why Integrity Matters”	• Teacher • Academic Dean • Parent/Guardian Email • Restorative Justice Coordinator • Academic Counselor • Academic Dean • Assistant Principal of Instruction
Level 3 – Severe/Chronic (e.g., full paper purchased, third offense)	• Restorative Circle • 40% on entire assignment (no redo option) • 1–3 days in Behavior Orientation • Ineligible for school field trips (4 weeks) • 5 Community service hours (that does not count towards graduation)	• Teacher • Academic Dean • Parent/Guardian Email • Restorative Justice Coordinator • Academic Counselor • Academic Dean • Assistant Principal of Instruction • Assistant Principal of Culture • Principal

- **Gradebook**
 - Grades must be submitted to PowerSchool by **8:30 AM** every **Monday**.
 - Teachers may allow opportunities for students to earn extra credit throughout the quarter.
 - **The maximum grade that a student can receive each quarter is 100%.**
 - Every student **MUST** receive a grade.
 - Students will have two deadlines to submit late assignments/assessments/projects during each quarter. During each quarter, all late assignments/assessments/projects must be submitted at least three (3) days before the submission of progress report grades and then three (3) days prior to the end of the quarter. Specific dates will be shared throughout the school year.

- Ten points will be deducted for each week that an assignment is late. After two weeks of being late, the highest grade a student can receive is a C unless excused by school administration for extenuating circumstances.
- Failing or in Jeopardy of Failing
 - If a student is failing or in jeopardy of failing a quarter, teachers **MUST** contact a parent/guardian, document in PowerSchool, conference with a student, and refer the student for an SST.
 - You must get approval from administration and complete a grade change form to change a final grade from a previous quarter (see grade change section below)
 - If a student fails a quarter, the Principal or a designee from the Administrative Team will determine if the student is eligible for a grade change (ex. medical issues, family emergencies, safety concerns). The student will be assigned the quarterly culminating unit project and/or other missing assignments/assessments. The assignments/assessments/projects are determined by the teacher. A rubric/success criteria must accompany the assignment. Students who complete the assigned tasks can earn up to a 'B' for the quarter.
 - A student can qualify for an Incomplete grade for the following reasons:
 - The student is currently failing the course after a lack of attendance due to medical reasons.
 - The student is currently failing the course after inability to complete all assignments due to reasons approved by the school principal or a designee.
 - This must be approved by the school administration. Student Incompletes should be changed as soon as the student has completed the necessary assignments. However, if the student does not complete the necessary assignments, the student will receive a failing grade at the end of the school year. The school Principal or a designee will determine the appropriate deadline for the student to complete their missing assignments.

Please note (*virtual students only*): Students are strongly encouraged to **complete all activities in Schoology** and/or take pictures of the completed work and mail/text to teachers.

Course Correction/Grade Change Form

Course Correction/Grade Change Forms can be submitted for the following reasons and must be approved by the school administration:

1. The grade is missing from the transcript and/or report card.
2. The student received an incomplete and cured the incomplete by completing missing assignments.
3. The student received an incorrect grade on the transcript/report card and the teacher made a correction.
4. The student completed self-paced online coursework after the reporting period.

All assignments must include a graded rubric/success criteria for the assignment/assessment/project from the teacher. Course Correction/Grade Change Form can be retrieved from the Academic Dean.

MAPCS High School Credit Recovery Policy

The goal of Credit Recovery is to reengage students who were unsuccessful at passing the initial course. Differentiation will be the focus to prevent disengagement and further failure. A student is eligible to enroll in Credit Recovery after he or she fails a course. Students may complete Credit Recovery by completing one of the following:

1. Traditional Classroom Learning/ Blended Learning where he or she will be scheduled into a class with a teacher who will review and assess content using one or a combination of projects, daily assignments, and/or online coursework.
2. Edgenuity where a student will complete and master content through the online platform at his or her own pace. The class will be customized by a teacher and monitored by a teacher or Academic Counselor. Once a student completes at least 60% of the content, passes a cumulative exam with at least 60% accuracy, and has an overall grade of at least 60%, he or she will be awarded the credit and the overall grade earned.

Credit Recovery may be completed without the obligation of attendance because a student may work at his or her own pace and be assessed according to his or her academic needs.

School Climate & Culture

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.

Historically, members of the Clinical Services Department have served as grade-level counselors, providing clinical and case management support for all students. However, our approach to serving students has shifted to streamlining and optimizing the services delivered to our students and their families. What's 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, but not limited to, the following:

- 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.
- 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.

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 supporters 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.

MAPCS encourages the promotion of three core values: Respect, Responsibility, and Community, which are aligned with the the pillars of Social Emotional Learning (SEL). These values are integral ingredients to the success of a character-driven school community. 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.

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 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.

Athlete and Extracurricular Eligibility

All students must meet the following requirements to participate in varsity, junior varsity and/or intramural sports:

1. All students must have completed a physical for the current school year.
2. Students must have a parent/guardian to complete the authorization form to participate in athletics.
3. Students must be in good academic standing (2.0 or above GPA.)
4. Students must be in good citizenship standing (student has not been cited for Tier 3 offenses or repeated Tier 2 offenses) during the current school year.
5. Students must participate in some form of academic session (study hall assigned & monitored by the coach/designee).

Student-athletes who are cited for repeated Tier 2 or Tier 3 offenses will forfeit their eligibility to participate in sports for the following game and/or the remainder of the school year. This will be determined by the athletic director and/or school leadership team.

School Community Expectations

MAPCS Students are expected to:

- Be aware of and abide by the rules set forth at MAPCS.
- Be respectful of and invested in the learning of all members of 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 School’s 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.
- 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.

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, three 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 by phone at 202-379-4335 ext. 1221.

Career & Technical Education (CTE) Program

MAPCS CTE combines academic and technical skills with the knowledge and training needed to succeed in today's labor market. We prepare students for the world of work by introducing them to workplace competencies in a real-world, applied context.

Our program is grounded in the 5 A's:

Attitude	Academics	Attendance	Appearance	Accountability
<i>Learning textbooks and achieving 100% on exams is not enough</i>	<i>Strive to reach your maximum potential</i>	<i>85% In-Seat Attendance</i>	<i>Dress for success</i>	<i>Take responsibility for your actions and behavior</i>
Must maintain a professional attitude Advocate for self professionally and respectfully at all times Adopt a charitable spirit - a willingness to help others and the community Possesses the ability and desire to learn new subjects, even when the subjects are not interesting	Must maintain a “C” or higher in all classes Prioritize studying and being prepared for all classes Attend tutoring to maintain academic proficiency	Show up to school on time, in school uniform Show up to each class on time, with a positive attitude to prepared Bring signed notes for excused absences	Professional dress in school at all times (school uniform) Appropriate attire for all work-based-learning field trips Appropriate attire for job interviews and internship assignments	Monitor and adjust your actions and behavior when necessary Set achievable expectations and goals Advocate for your needs appropriately

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.

Community Service Hours Requirement & Process

Maya Angelou shall approve unpaid community service conducted in person or virtually that is intended to provide a societal benefit through activities organized by the school, organized by students, or organized by individuals outside the school, including through a government, non-profit, or for-profit entity. Thus, community service must be:

- 1) unpaid and
- 2) intended to provide a societal benefit.

It is acceptable for the service activity to be completed in person or virtually (e.g., online tutoring) and for the service activity to be completed as part of a school service project, service learning or through an outside organization.

Hours Requirement by Year of Graduation:

Per graduation year, students are required to complete 100 community service hours.

Process for approval of acceptable service hours:

Students volunteering at a non-profit organization must get a community service form signed by their site supervisor which outlines the details of the service they completed and a brief reflection by the student. This form will then be given to the Academic Team, who will then approve the form, record the students' hours in PowerSchool and give the completed forms to the Director of Enrollment to be kept in the students record. Students will not be granted service hours for tasks that are not connected to the Community Service Policy outlined above. 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.

Dress Code & Uniform Policy

Administrators and staff of Maya Angelou Public Charter School will enforce dress and grooming guidelines that promote the successful operation of schools. **MAPCS is a uniform school.** Students are required to wear uniforms and MAPCS spirit gear to show their school pride. All students will be expected to adhere to the dress code policies below. Students can earn LiveSchool points for wearing their school uniform.

Students MUST wear the school uniform (appropriate black or khaki bottoms with red, black, white or gray polo or MAPCS spirit gear.)

Uniform

Tops: Approved red, gray, white or black MAPCS shirts. Students can also wear a solid red, gray, white, 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.) Students are allowed to wear MAPCS spirit gear. Plain t-shirts, hoodies, jackets/coats with hoods and sweatshirts are NOT allowed.

Bottoms: Students must wear tan/brown khaki, gray 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. Jeans and leggings are NOT allowed.

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, crocs or any other type of footwear that could constitute safety hazards. Students are also prohibited from wearing steel-toe boots or shoes to school.

Each student has the responsibility to dress appropriately for the school environment. **Students are expected to adhere to the following dress code (on uniform days and ‘dress-down’ days:**

- Shoes must be worn. However, bedroom shoes, slippers and open-toe shoes are prohibited.
- See-through or mesh garments, halter-tops, tank tops, crop tops, backless tops, tops with thin or no straps, or tops that show midriff or expose the body are prohibited.
- Leggings and bodysuits must be worn with a shirt covering the buttocks (only permitted on ‘dress down’ days).
- All shorts, skirts and dresses but be finger-tip length.
- Properly hemmed outer garments such as shorts, divided skirts, and dresses may be worn, provided they are not distracting, as determined by the school administration. Garments including, but not limited to such items as boxer shorts, traditionally designed as undergarments may not be worn as outer garments and should not be seen under clothing. Pajama pants are not permitted.
- Clothing and accessories shall not be worn if they display pictures, symbols, slurs or slogans with violence, lewd, profane and obscene messages, sexually suggestive phrases, gang-related pictures, negative advertisements about race or homophobia, or messages and pictures of weapons, alcohol, tobacco, or drugs.
- Head coverings, including but not limited to, hoodies, caps, ski masks, hats, skullies, bandanas, bonnets, and hair curlers, shall not be worn on school property, unless required by a physician or authorized by school personnel. If head gear is required for religious reasons, please inform administration.
- The waistband of shorts, slacks, skirts, and similar garments shall not be worn below the hips. Underwear, midriff and backs should not be exposed. Belts, suspenders, and straps should be worn in place and fastened.
- Pants with rips on or above thighs are not permitted.
- Any articles of clothing or jewelry that may cause injury to oneself or to others are prohibited.

All students must adhere to these minimal guidelines for acceptable apparel and appearance. In order to maximize instructional time, students will be given an opportunity to immediately correct dress code violations. Students will be provided with the proper attire from a member of the Leadership Team (loaner shirt or possibly “purchase” shirt from the LiveSchool Store).

Students **not adhering to the dress code policy** will be subject to the following:

- **1st Offense** - The student will receive a verbal warning from an Admin team member (or designee). The staff member will contact the parent/guardian. Students will be required to put on a temporary uniform (i.e. shirt and/or pants) for *all* offenses.
- **2nd Offense** - The student will participate in the Behavior Orientation Program - **Reflection Class**. A staff member will contact the parent/guardian.
- **3rd Offense** - The student will participate in the Behavior Orientation Program - **Habits of Success Class**. The student will not be eligible to participate in any upcoming school-related incentive field trips

for the quarter. A staff member will contact the parent/guardian. Parent/Guardian must bring the uniform to the student.

- **4th Offense** - A staff member will contact the parent/guardian. The parent/guardian and student must participate in a meeting with the Admin Team. The student will not be eligible to participate in any school-related incentive field trips for the quarter. The student is eligible for Tier 2 or Tier 3 consequences.

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).

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	Letter Home/Home Visit & Robocall to Parent/Guardian *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.
5	SST/Truancy Conference Attendance Agreement & Intervention Plan *Students who reach this threshold are reviewed by the MTSS Leadership Team/SSS Team to consider whether more targeted supports are needed.
7	Parent/Guardian & Student Meeting w/ Admin Team
10	Home Visit Conducted/MPD Warning Letter Sent *MTSS Leadership Team/SSS Team reviews lists of all students (ages 14-17 & 18+) who have reached the 10-day unexcused absence threshold to consider whether more targeted support is needed. *CFSA Referral for students age 13 and under
15	Truancy Form/Truancy Warning Letter/Court Social Services Letter Referral to Court Social Services & Office of the Attorney General Juvenile Section
20	Roster Removal & Notification Letter*

*MAPCS makes every attempt to engage students and families to attend school regularly. 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 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 the Attendance Coordinator. Excuse notes can be emailed to mapcsattendancedocs@seeforever.org. 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

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

- Illness or other bona fide medical cause experienced by the student;
- 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;
- Death in the student's family;
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- Observance of a religious holiday;
- Lawful suspension or exclusion from school by school authorities;
- 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;
- 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;
- Medical or dental appointments for the student;
- Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment; and

- An emergency or other circumstances approved by the appropriate educational institution.

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 and provide an excuse note. Parents will be notified daily of student tardies, excused and unexcused.

More than three unexcused tardies to school will result in a mandatory participation in Behavior Orientation Classes, parent conference, schedule change, and potential class failure, which could result in a student becoming off track for graduation. Additionally, if a student has:

- **4 unexcused tardies** - The student will participate in the Behavior Orientation Program - **Reflection Class**. A staff member will contact the parent/guardian.
- **5 unexcused tardies** - The student will participate in the Behavior Orientation Program - **Habits of Success Class**. The student will not be eligible to participate in any upcoming school-related incentive field trips for the quarter. A staff member will contact the parent/guardian.
- **6 unexcused tardies** - The student will participate in the Behavior Orientation Program - **Decision Making for Success Class**. The student will not be eligible to participate in any upcoming school-related incentive field trips for the quarter. A staff member will contact the parent/guardian.
- **7 unexcused tardies** - A staff member will contact the parent/guardian. The parent/guardian and student must participate in a meeting with the Admin Team. The student will not be eligible to participate in any school-related incentive field trips for the quarter.

Early Departures

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

- Requests for early departure must be made before 2:30 p.m. Students will receive a street/walking pass to identify their excused dismissal unless personal transportation is being provided.
- A parent, guardian, or emergency contact 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, it must be received from a listed parent, guardian, or emergency contact in the student's records.
- 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, excused and unexcused, will require an SSS referral. Unexcused early dismissals (also referred to as walkouts) will be coded as “skipping” for the missed classes. Three or more unexcused early dismissals will result in a mandatory parent conference, schedule change, and potential class failure. These consequences may contribute to the student becoming off track for graduation.

Technology Policy

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.

****Only students with online credit recovery courses and virtual students will receive a Chromebook and hotspot to complete assignments.**

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 upon entry into the school building (laptops, tablets, cell phones, phone chargers, etc.) on campus. Cell phones and tablets must be stored at Post 1 of the building. **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 Principal or a Designee, 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, 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/laptop 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, viewing of music videos 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. Staff 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:

Laptop Distribution and Care

- Students must not have food or beverages anywhere in the vicinity of the assigned laptop.
- The laptops issued to students are the property of MAPCS and are made available as learning tools.
- Students will be issued their laptops to students on an as needed basis..
- 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.
- **LAPTOPS MUST NEVER LEAVE THE ASSIGNED classroom.**
- 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.**

- 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.**
- 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.
- 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. Headphones will be issued to each student for use with the laptop as needed. The headphones must be returned at the end of the class period or learning session depending on the instructional model of the day.

Prohibited Use

1. Leaving the laptop unattended.
2. Looking at pornographic/inappropriate content.
3. Exchanging laptops with another student.
4. Allowing other students to retain or remove the laptop from their presence.
5. Copying certain Internet materials or reproducing or transmitting materials without the permission of the author or other right-holder.
6. 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.
7. Using the laptop for any action that violates existing school rules or public law.
8. 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.
9. Use of chat rooms, **(social media “live” features)** or messaging services not authorized by the teacher for academic use.

10. Accessing sites selling term papers, book reports, and other forms of student work.
11. Spamming: sending mass or inappropriate emails.
12. Gaining access to other student's accounts, files, and/or data.
13. Use of the school's internet/e-mail accounts for financial or commercial gain or for any illegal activity.
14. Bypassing the MAPCS web filter through a web proxy.
15. Sharing passwords, addresses, or other personal information on the Internet without the authorization of a parent or school representative.
16. Using or possessing hacking software.

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.

Student Code of Conduct

Student Success Code

- The interventions and disciplinary responses outlined below are intended 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 consistently and equitably.
- 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. A student without home-access to the internet and/or a computer must contact MAPCS to obtain assignments by alternate means, or to receive assistance with internet access.
- For students returning to school after a suspension of three or more days, we prioritize a conversation with their parents or guardian to ensure a smooth and supportive reentry.

- Short-Term, Long-Term, and Expulsion Recommendation decisions can be appealed by contacting the See Forever Foundation with an appeal hearing request. Expulsion recommendations not appealed will be valid on the date identified on the form.

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

1. 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;
2. 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
3. When the student is off school grounds and traveling on transportation provided by MAPCS and the activity involves any conduct prohibited by this chapter or any other relevant section of this handbook;
4. When the student commits a prohibited offense that occurs during before-school or after-school MAPCS sponsored programs;
5. 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.

Academic Integrity and Plagiarism

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 that have not been cited correctly, and where full credit was not given to the original author.

Consequences for academic dishonesty/plagiarism can be found in the MAPCS Grading Policy section.

Cell Phone Policy

Cell phones will be collected upon entry into the school building. As students go through security, a member of the team will collect the cell phone and place it in the students assigned locker. Students are strongly encouraged to not bring other electronic devices to school. See below for consequences for students who do not adhere to the policy. Students will receive their cell phones during dismissal. *Students with an excused early departure will be allowed to receive their cell phones before dismissal.*

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, (202)379-4335, and students may make emergency calls from the main office, the counselor's suite, or the nurse.

Students **not adhering to the cell phone policy** will be subject to the following:

- **1st Offense** - The student will participate in the Behavior Orientation Program - **Decision Making for Success Class**. The student will not be eligible to participate in any school-related incentive field trips. A staff member will contact the parent/guardian.

- **2nd Offense** - A staff member will contact the parent/guardian. The parent/guardian and student must participate in a meeting with the Admin Team. The student is eligible for Tier 2 or Tier 3 consequences.

On “special days”, MAPCS may allow cell phones in the school community. 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. Constant disruption in the school community and instructional environment will result in progressive disciplinary consequences.

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 ; *and/or*,
- Engaging in social media.

Students not adhering to the cell phone policy may be subject to the following during a class period or school event:

- *1st Step* - The student will receive a **gentle reminder or nonverbal cue** from a MAPCS Staff member.
- *2nd Step* - The student will receive a **verbal warning** from a MAPCS Staff member.
- *3rd Step* - The student will receive a **“Quick Referral”** from a MAPCS Staff member. Staff members should call home to the parent/guardian.

If a student receives a “Quick Referral” on the “*special cell phone day*”, then the student will lose their privilege to have access to their device the next time.

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

Hallway Protocols

Hall passes will not be distributed during the first or last ten (10) minutes of the class period. 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 Behavior Orientation class 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 supervising. 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 other sections of this handbook.

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), on school grounds/campus or within 100 yards of the building at any time. This includes any field trips or activities, which are sponsored by MAPCS. Students who choose to repeatedly exhibit this inappropriate behavior will receive consequences in accordance with the student success code.

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. If a student is under the influence of drugs or alcohol, the student will be screened by a nurse/medical professional, required to meet with a counselor and participate in our Behavior Management intervention course. Additionally, a parent will be notified. After multiple offenses, the student will receive a referral to a community-based agency for therapeutic support. Additionally, multiple offenses will require a parent meeting and could include other disciplinary action.

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, laser beams, rat-tail combs, 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 or an accessory to a weapon, 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 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 the Metropolitan Police Department 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.

**** Prohibited Items to Distribute, Possess, Sell or Use***

- 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.
- Knives, bladed instruments, switchblade knives, air guns, toy guns, tasers, BB guns, chemical dispensing devices, mace/pepper spray, fireworks, replica firearms, electronic stunning devices, ammunition, laser beams and/or any accessory to a weapon, along with other dangerous items.
- Razors, box cutters, chains, or other objects are used in a way that threatens or inflicts bodily injury to another person.
- Any device that can impair a person's vision (ex. lasers, etc)

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 unwelcome 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, or gender identity.

Bullying also occurs when a student or group of students intentionally or unintentionally organizes a campaign or targets another student or group of students maliciously by spreading rumors, harassment, or purposely following a student as a means of threatening the student or group of students. Please refer to Appendix J 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 by Security Officers, students will walk to the 3rd floor, cafeteria 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.

Visitors will also go through a thorough screening process as they enter the building. Visitors must have an appointment to speak with a staff member or have approval to participate in a school event in order to pass the entry post. Visitors must have a state issued ID upon entering the building. Only parents/guardians listed under demographics, parents/guardians or emergency contact will be allowed to enter the building.

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.

In addition to other contraband, the following items will not be allowed in the building: opened bottles (plastic or glass) of liquids and opened snack bags. Additionally, oversized metal insulated tumblers—such as Stanley cups, Yeti, Hydro Flask, and similar containers are not permitted in the school building.

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.

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.

Personal Belongings (Bookbags, purses, etc.)

Safety of all students and staff is the top priority. For this reason, all students must carry only a clear backpack. Colored transparent bags are not acceptable. MAPCS will provide one bag to each student. Any purse or pocketbook larger than a composition book is considered a book bag, and will not be permitted unless clear. We understand the concern with the privacy of certain items contained within backpacks. Students will be permitted to carry such items in a small makeup pouch within the backpack or a small purse.

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.*

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. Lost ID cards will be re-issued at the leisure of the Front Office staff at a specified date and time.

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 Maleeca Bryant-Goodwin, Director of Special Education, at mbryant@seeforever.org

Below are the MAPCS – High School Behavior Tiers and the possible interventions/consequences. The interventions/consequences can be the result of student misbehavior/violation of Student Success Code/Code of Conduct in the school community or on school-wide field trips.

Tier 1

Tier 1 behaviors are those behaviors that cause minor disruptions to the academic environment and school community but do not involve major damage (less than \$500) 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	● Verbal redirection or reprimand ● Teacher/Student conference ● Parental contact in writing or by phone ● Teacher/Parent conference ● Temporary removal of student from the classroom for conversation ● Behavior contract
1.2 Disrespecting staff	
1.3 Disrupting the learning environment	
1.4 Food/Drink in Class	

1.5 Inappropriate use of technology	● Restorative Conference (with harmed person) ● Clean up duty ● Reflection Period ● In-School Intervention ● Other school-based consequences or restorative practices as approved by the Principal or their designee
1.6 Inappropriate language	
1.7 Late arrival to school	
1.8 Cell phone use violation	
1.9 Inappropriate use of the cell phone	
1.10 Insubordination/Willful Defiance	
1.11 Unexcused lateness to class	
1.12 Exiting the building without permission	
1.13 Plagiarism*	
1.14 Skipping/leaving class without permission	
1.15 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	
* If a student plagiarized an assignment, they will receive an actual zero on the initial assignment, be referred to the discipline team and must be given the opportunity to revise the assignment. (see more details under Grading Policy) <i>Please note:</i> Repeated offenses will be elevated to the next tier.	

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 Inappropriate or disruptive physical contact between students	• Verbal redirection or reprimand • Teacher/Student conference • Administrator/Student conference • Parental contact in writing or by phone • Teacher/Parent conference • Temporary removal of student from the classroom for conversation • Behavior contract • Reflection Essay • Restorative Conference (with harmed person) • Clean up duty • Reflection Period • In-School Intervention • Suspension or temporary removal from Residential Program • 1-5 day short-term suspension with student contract • 6-10 day long-term suspension with student contract • Other school-based consequences or restorative practices as approved by the Principal or their designee
2.2 Disrespecting Staff (repeated behavior) & Threatening Staff	
2.3 Disrupting the learning environment (repeated behavior)	
2.4) Verbal & Physical Harassment	
2.5 Inappropriate use of technology (repeated behavior)	
2.6 Property Damage, including graffiti (under \$500)	
2.7 Theft	
2.8 Intentional misuse of school equipment, supplies and/or facilities.	
2.9 Throwing objects that may cause injury or damage property	
2.10 Insubordination/Willful Defiance (repeated behavior)	
2.11 Assault/Fighting (verbal & physical)*	
2.12 Exiting the building without permission (repeated behavior)	
2.13 Trespassing	
2.14 Skipping/leaving class without permission	

(repeated behavior)	
2.15 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	
<i>*Spitting is an assault.</i> <i>Please note:</i> Repeated offenses will be elevated to the next tier. Recommendation for suspension and expulsion is contingent on the severity of the infraction.	

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 Inciting others to commit violence*****	1-5 day short-term suspension with student contract 6-10 day long-term suspension with student contract 11-45 day suspension and student contract. Per approval of the Chief of Schools or designee - Suspension or temporary removal from Residential Program - Involvement with Law Enforcement - Other school-based consequences as approved the Principal or their designee - Expulsion
3.2 Bullying	
3.3 False Fire Alarm	
3.4 Possession of a weapon and/or accessories to weapons possession*	
3.5 Weapons intent to use **	
3.6 Group Fight (jumping another student)	
3.7 Bomb threats	

3.8 Illegal Drugs (selling, distribution, consumption and/or possession)	
3.9 Sexual Assault	
3.10 Sexual Harassment	
3.11 Assault/Fighting (verbal/physical)***	
3.12 Participation in violent neighborhood (jumping) activity that compromises the safety of anyone in the school community****	
3.13 Staff Assault	
3.14 Staff Threats (verbal or physical)	
3.15 Gambling	
3.16 Property Damage, including graffiti (over \$500)	
3.17 Selling, consumption, possession and/or distribution of a chemical dispensing device/alcohol/liquor	
3.18 Robbery/Theft (staff and student related)	
3.19 Any form of intimidation to include sharing of photos, social media page, text messaging, verbal (staff and student related)	
3.20 Unauthorized use of the internet involving inappropriate site	
*Weapons 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. Accessories to weapons are prohibited (ex. laser beam) as well as devices that can be used to impair a person's vision.

If a student brings these or any other weapons to school, serious consequences including long-term suspensions or expulsion may follow.

****Weapons** here are distinguished by intent to use weapons (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.

******Spitting is an assault.***

********This student has willfully caused, attempted to cause or threatened to cause bodily injury or emotional distress to another person.

********* Parents/Guardians and outsiders involved in inciting violence on the school campus/school community will automatically forfeit their rights to have access to the school property/grounds and events, during and after school hours. Parents/Guardians and anyone involved will receive a BAR NOTICE and the length of time will be determined by the school leadership.

Please note:

Repeated offenses will be elevated to a suspension and/or expulsion.

Recommendation for suspension and expulsion is contingent on the severity of the infraction.

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**.

Fighting/Physical altercations in the community, cyber-bullying or social media issues are police matters to be handled by parents and not the responsibility of the school unless it negatively impacts the care and welfare of stakeholders and the school community. If informed, the school Admin team may attempt to facilitate a mediation or restorative circle between students and/or families.

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 the Director of Special Education.

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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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.

Definitions

Emergency Suspensions

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 the Director of Special Education.

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 Interventions

Behavior Orientation Classes are designed to empower students to reflect on their decisions and habits of practice (behavior) and change their thought processes that results in practicing good (appropriate) habits that leads to becoming responsible, self-reliant individuals. MAPCS utilizes (2) two behavior orientation classes: Habits of Success (HS) and Decision-Making for Success (DMS). The In-School Intervention Specialist/Designee facilitates the Behavior Orientation Classes

- **Habits of Success Class (HS):** Focuses on conditioning the students to recognize why their behavior warrants consequences and what habits can empower them to avoid such situations in the near future. Students will engage in a curriculum that is aligned to the infraction that was committed and participate in role plays during their class. Habits of Success can be facilitated from (30) thirty minutes up to (60) sixty minutes. Students who commit Tier 1 offenses (Examples: Horse Play, Disrespectful Behavior, skipping class, etc.)
- **Decision-Making for Success (DMS):** Focuses on conditioning students to use reflective thinking skills to demonstrate an understanding of poor decision-making vs good decision making in a variety of situations. In result, conditioning the students to practice using good judgment and decision-making skills to lead high quality productive lives. In addition, students will engage in a curriculum that is aligned to the infraction that was committed and participate in role plays during their class. Decision-Making can be facilitated from (60) sixty minutes up to (120) one hundred and twenty minutes. Students who commit Tier 2 offenses. (Examples: Intentional Misuse of School Property, Throwing Objects that may cause injury, etc.)

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. The student is not permitted at school events or on the school campus.

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.

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.

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 Director of Special Education.

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

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

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 School
5600 East Capitol Street, NE Washington, D.C. 20019
cmendoza@seeforever.org
202-797-8250

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

Dr. Cheryl Holcomb-McCoy
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
- 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. 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 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 or their respective designee will investigate the complaint and provide findings to relevant individuals.
- 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
202-797-8250

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:

Dr. Cheryl Holcomb-McCoy
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

Dr. Cheryl Holcomb-McCoy
Board Chair
mapcsboard@seeforever.org
600 Pennsylvania Avenue SE, Suite 210
Washington, DC 20003

Family Education Rights and Privacy (FERPA)

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

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. 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. 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 Student Success Conferences (at least four times per year)
- Volunteer for any MAPCS sponsored activity/event (Background Checks needed)
- 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 Group Sessions (TBA)
- Parent/Guardian Focal Group Attend Quarterly Awards Banquet (once a quarter)
- Attend Parent/Guardian Award Celebration
- Represent MAPCS Parents on the MALC Board
- School-wide retreat (Background Check needed)

Conduct Permitted on School Property

To maintain a safe, respectful, and orderly environment, the following conduct is prohibited for all individuals on school property or at school-sponsored events (on or off campus). No person, including guests who are adults and minors, shall:

- 1. Possess or Use Weapons or Dangerous Items** - No person shall bring, possess, display, or use any firearm, knife, explosive, or dangerous item (including replicas) on school property.
- 2. Use, Possess, or Distribute Drugs, Alcohol, or Tobacco** - No person shall use, possess, sell, or distribute illegal drugs, controlled substances, alcohol, tobacco, or vaping products on school grounds or at school events.
- 3. Engage in Violent or Threatening Behavior** - No person shall engage in fighting, physical aggression, or make threats of violence toward others in any form.
- 4. Use Profane, Abusive, or Offensive Language** - No person shall use language or gestures that are profane, vulgar, obscene, abusive, or offensive.
- 5. Harass, Intimidate, or Bully Others** - No person shall harass, bully, or intimidate any student, staff member, or guest, including verbal, physical, written, or electronic forms.
- 6. Record or Videotape Without Permission** - No person shall record, photograph, or videotape students, staff, or school activities without prior authorization from school administration.

7. Disrupt the Educational Environment or School Operations - No person shall intentionally disrupt learning, school functions, or administrative operations through inappropriate behavior or interference.

8. Damage or Steal Property - No person shall vandalize, damage, deface, or steal school property or the personal property of others.

9. Engage in Sexual Harassment or Misconduct - No person shall engage in unwelcome sexual conduct, gestures, comments, or contact, or possess or distribute sexually explicit materials.

10. Be Under the Influence of Drugs or Alcohol - No person shall be on school property while under the influence of drugs or alcohol.

11. Trespass or Enter Unauthorized Areas - No person shall enter restricted areas or be on campus without proper authorization. Visitors must report to the main office and follow check-in procedures.

12. Promote or Engage in Gang-Related Activity - No person shall display gang signs, symbols, colors, or engage in gang recruitment or activity.

13. Violate Technology and Internet Use Policies - No person shall misuse school technology systems, including hacking, cyberbullying, or accessing or sharing inappropriate content.

14. Discriminate or Engage in Hate Speech - No person shall engage in conduct that discriminates against others based on race, religion, gender, disability, sexual orientation, or other protected status.

15. Participate in Hazing or Initiation Rituals - No person shall organize, participate in, or encourage hazing or initiation activities that humiliate or endanger others.

Violations may result in, but not limited to, removal from school property, loss of visitor privileges, student discipline, and possible referral to law enforcement.

Parent & Visitor Dress Code Guidelines

Maya Angelou Public Charter School enforces a dress code policy for our guests. Management reserves the right to refuse entry or service to anyone who does not comply with the posted dress requirements. To help us maintain a safe, professional, and respectful school environment, we ask all parents and visitors to follow these expectations when entering the building:

- General Neatness – Clothing should be clean, tidy, and worn appropriately. Undergarments should not be visible.
- Appropriate Coverage – Avoid overly revealing clothing such as very short shorts/skirts, low-cut tops, or shirts with excessive cutouts.
- Footwear – Shoes should be worn at all times; bare feet, slippers, or bedroom shoes are not appropriate in the school setting.
- Graphics & Wording – Clothing with offensive, violent, drug-related, or sexually suggestive language/images is not permitted.
- Headwear – Hats, caps, and hoods should not cover the face unless for religious or medical purposes.
- Substance-Free Environment – For the health and comfort of students and staff, parents and visitors should not enter the building smelling of marijuana, alcohol, or other substances.

Parent/Guardian Volunteer Policy

MAPCS values family partnership and encourages all parents and guardians to attend school celebrations, award ceremonies, orientations, parent-teacher conferences, and other community-building events. This policy does not apply to those types of family participation.

Instead, this policy outlines the process for parents or legal guardians who volunteer in student-facing roles, including field trips, classroom activities, and schoolwide events where they will be working directly alongside students..

To ensure a safe and supportive environment for all students, only parents or legal guardians listed in PowerSchool are eligible to serve as volunteers in these capacities.

Step 1: Express Interest

Eligible parents/guardians must complete a **Volunteer Interest Form** (available online via Google Form), which includes:

- Name and contact information
- Student(s) they are connected to
- Areas of interest (e.g., classroom support, school events, field trip chaperoning, tutoring)
- General availability

Note: Individuals not listed in PowerSchool will not be considered for volunteer roles.

Step 2: Complete DCPS Background Check and ID Badge Process

To ensure student safety, all volunteers must follow the [DCPS Fingerprinting, Background Check, and ID Badge processes and requirements](#), which include:

- Submitting a **Background Check Authorization Form**
- Completing **fingerprinting** at an approved DCPS location
- Providing a government-issued photo ID
- Receiving an official **DCPS Volunteer ID Badge** upon clearance

Volunteers may not participate in any student-facing roles until this process is fully completed and clearance is confirmed. The MAPCS Administration will provide detailed instructions and support.

Step 3: Verification and Clearance Notification

Once the background check is completed:

- The MAPCS Administration will notify the volunteer of their clearance status
- Any required follow-up will be handled confidentially

Step 4: Attend a Volunteer Orientation

All prospective volunteers must attend a brief orientation that includes:

- Overview of available volunteer roles and expectations

- Code of conduct and confidentiality guidelines
- School safety protocols and emergency procedures
- Mandatory reporting requirements.

Volunteer orientations are held monthly. Dates and times will be shared via email and posted on the school website.

Step 5: Assignment of Volunteer Role

Cleared volunteers will be matched with opportunities based on:

- Expressed interests
- School needs
- Availability

Volunteers will receive:

- A clear description of assigned duties
- A designated school point of contact for support and questions

Step 6: Sign the Volunteer Agreement

All volunteers must sign a **Volunteer Agreement** acknowledging:

- Expectations for professionalism, confidentiality, and respectful conduct
- Adherence to all MAPCS policies and procedures
- Agreement to report any concerns or safety issues immediately

Failure to comply with the established protocols will result in privileges being revoked

Policy on Authorized Attendance at Student Meetings

To ensure student privacy and compliance with school and district policy, only individuals listed in PowerSchool as a parent or legal guardian are permitted to attend student-related meetings (e.g., academic, disciplinary, IEP, SST, or MTSS meetings).

Additionally, authorized community-based service providers (such as caseworkers, therapists, or advocates) may attend only if the school has received written consent from the parent/guardian, court-appointed or appropriate documentation from a partnering agency.

Acceptable documentation includes, but is not limited to:

- Legal custody or guardianship papers
- Court orders or custody agreements
- Written consent forms signed by the enrolling parent or legal guardian
- Identification for authorized community-based service providers (e.g., government-issued ID)
- Documentation from partnering agencies verifying authorization or involvement

Parents, guardians, and authorized representatives are responsible for providing current and valid documentation to the school registrar or appropriate school official.

Requests or permissions without proper documentation will not be processed or honored. Unauthorized individuals not listed in PowerSchool or without verified documentation will not be permitted to participate in student meetings.

Policy on Updating Student Information in PowerSchool

To maintain the accuracy and security of student records, only the enrolling parent or legal guardian listed in PowerSchool is authorized to update or request changes to a student's information. This includes contact details, home address, emergency contacts, and medical information. Requests will not be granted unless they are made by the enrolling parent or legal guardian listed in PowerSchool. Individuals not listed in PowerSchool must provide official legal documentation (e.g., custody orders, guardianship paperwork) before any changes can be considered (on a case-by-case basis, i.e. death of a parent/guardian or incarceration of primary parent/guardian). For any updates, please contact the school's main office or registrar.

Health and Safety Plan

Maya Angelou Schools follows the recommendation of DC Health and DCPS when it involves the health of our students.

School Health Requirements

Health physicals and oral health assessments are required annually. Students also must be current with their immunizations to attend school. As outlined below, a series of medical forms should be turned in to the school as part of the enrollment process, and any updated forms throughout the school year should be submitted to the school nurse.

Health Forms

The following documents are part of the MAPCS School Enrollment Package:

- Universal Health Certificate (required annually for all grades, documenting immunizations, tuberculosis assessment, lead screening, and a physical exam). If you have questions about DC's immunization requirements, please discuss them with your child's physician. You can also contact DC Health's Immunization Division at (202) 576-7130.
- Oral Health Assessment (required annually for all grades)

Immunizations

DC Law requires each student attending a DC public school or public charter school to present valid written immunization certification, documenting that he or she has been successfully immunized in accordance with current Department of Health immunization requirements, to his/her school before the first day of classes.

Unless you obtain a medical or religious exemption, DC law requires your child to receive immunizations against diphtheria, tetanus, pertussis, mumps, measles, rubella, polio, Haemophilus influenzae type (Hib), hepatitis B, and varicella in order to attend school. Students who are 11 years of age or older are also required to receive a Human Papillomavirus (HPV) vaccine or submit an opt-out form each school year, which is available on DC Health's website.

Immunization compliance is documented by submitting a completed Universal Health Certificate, religious exemption, and/or HPV Opt-Out to the school at the time of enrollment. Please note that medical exemptions must be documented by a physician on a student's Universal Health Certificate or other doctor's note. Religious exemptions must be requested through DC Health. More information can be found at dchealth.dc.gov/service/immunization-forms. For more information about immunization expectations, please visit [OSSE's website](#).

Medication and Treatment at School

MAPCS wants to make sure your children are healthy and safe so they can achieve at the highest levels at school. MAPCS partners with the DC Health and the School Nurse Program to ensure that students are able to stay healthy at school. If your child has diabetes, asthma, allergies, or other medical conditions, please follow these important steps below so we can make sure that your child's medication and treatment needs are met while at school. [Failure to provide documentation of prescribed medication or any medication will result in the medication being discarded within 48 hours unless a parent/guardian retrieves the medication from a security team member.](#)

Completing Medication Forms

Whenever possible, administer medications at home. If your child needs to take medication or requires medical treatment during school hours, please have your medical provider complete the appropriate forms – there's the [Medication and Treatment Authorization Forms](#), the [Asthma Action Plan](#), and the [Action Plan for Anaphylaxis](#). These forms are also available from our school's nurse. Additional information on what needs to be provided to the school in order to administer medication or medical treatments while at school is available in the letters from Children's School Services included in this handbook. If you have any additional questions about what is needed for your child to receive appropriate care, please speak with our school's nurse. If your child needs a dietary accommodation, your provider should also complete the [Dietary Accommodations Form](#).

Reviewing Medication Forms

After your provider completes the appropriate forms, please submit the forms to your school's nurse and registrar. Also, bring with you the medication that your child requires, with proper labels from the pharmacy. If your child requires special treatment, bring in the equipment needed as well. The school nurse will review the completed forms and seek your permission to speak with your child's medical provider if the nurse needs to clarify anything on the forms.

Making Plans to Provide Medication, Treatment or Accommodations

Once the forms are reviewed, the school nurse will prepare an Individualized Health Plan, as needed, that details how your child's health condition will be managed at school. The school nurse is available to educate other school staff who will need to understand your child's unique medical needs during the school day. If your

child has any type of food allergies please inform the school nurse who will share the information with our food dietician.

Administering Medication and Providing Treatments

When your child needs to receive medication or treatment, school staff will ensure that your child is released from class to go to the nurse's office where the school nurse will administer the medication or treatment. Sometimes the school's nurse is not at the assigned school due to a normal absence or to cover another school. When this occurs, our school will ensure other trained school staff are available to administer your child's medication. MAPCS is required to have three staff trained to administer medication to students, and two of these staff must be specially trained to manage diabetes. If your child requires a special treatment that the school nurse is unable to administer, the school nurse's supervisor will assign another nurse to come to your child's school to provide the treatment.

Field Trips

Your child's school will also ensure trained staff will be present on field trips with your child and during all school-sponsored extracurricular activities in which your child is a participant unless you choose to participate in the field trip or activity and agree to administer any required treatment yourself.

Students Under the Influence of Drugs/Alcohol

Students will be medically assessed by the nurse or qualified designee and parents will be notified. If the student is clear to attend school then the student will be escorted by staff to the counselor's office for consultation. Next the student will be escorted to the Behavior Orientation Class to complete a "Reflection". If a student is not clear to attend school, then the student's parent/guardian will be notified to pick up their student. The nurse or designee must complete a "Quick Referral" Form immediately.

Appendix A: Student Behavior Agreement

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 behavior orientation classes, 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

- Students must not have food or beverages anywhere in the vicinity of the assigned laptop.
- The laptops issued to students are the property of MAPCS and are made available as learning tools.
- Students will be issued their laptops to students on an as needed basis..
- 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.
- **LAPTOPS MUST NEVER LEAVE THE ASSIGNED classroom.**
- 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.**
- 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.**
- 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.
- Laptops must remain free of any writing, drawing, stickers or labels that are not the property of MAPCS.

General Expectations

- 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.
- Students may not remove or circumvent the management system installed on each laptop. This includes removing restrictions or “jailbreaking” the device.
- Students may only connect to the Internet via the wireless network provided by MAPCS while on campus.
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- 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.

- 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.

Failure to comply with this policy, will result in disciplinary actions.

Student Printed Name: _____

Student Signature: _____ Date: _____

Parent Printed Name: _____

Parent Signature: _____ Date: _____

Appendix E: Bell Schedule

Maya Angelou Public Charter High School

	Full-Day Bell Schedule		Activity Bell Schedule	
Class Period	Starts	Ends	Starts	Ends
Student Breakfast	8:00 AM	8:25 AM	8:00 AM	8:25 AM
1st Period	8:30 AM	9:52 AM	8:30 AM	9:30 AM
2nd Period	9:55 AM	11:17 AM	9:33 AM	10:33 AM
1st Lunch (2nd & 3rd FI) /3rd Period (4th FI)	11:22 AM	11:52 AM	10:38 AM	11:13 AM
2nd Lunch (4th FI)/3rd Period (2nd & 3rd FI)	11:57 AM	12:27 PM	11:18 AM	11:53 AM
4th Period	12:32 PM	1:56 PM	11:58 AM	12:57 AM
5th Period	1:59 PM	3:21 PM	1:00 PM	2:00 PM
REBEL Time			2:00 PM	3:21 PM
Advisory/Student Dismissal	3:21 PM	3:30 PM	3:21 PM	3:30 PM
6th Period	3:30 PM	5:00 PM	3:30 PM	5:00 PM



	Half Day Bell Schedule		2-Hour Early Release Bell Schedule		2-Hour Delay Bell Schedule	
Class Period	Starts	Ends	Starts	Ends	Starts	Ends
Student Breakfast	8:00 AM	8:25 AM	8:00 AM	8:25 AM	10:00 AM	10:25 AM
1st Period	8:30 AM	9:05 AM	8:30 AM	9:19 AM	10:30 AM	11:19 AM
2nd Period	9:08 AM	9:42 AM	9:22 AM	10:11 AM	11:22 AM	12:11 PM
Lunch					12:16 PM	12:56 PM
3rd Period	9:45 AM	10:20 AM	10:14 AM	10:49 AM	1:01 PM	1:36 PM
4th Period	10:23 AM	10:57 AM	10:52 AM	11:41 AM	1:39 PM	2:28 PM
Lunch	11:02 AM	11:42 AM	11:46 AM	12:26 PM		
5th Period	11:47 AM	12:21 PM	12:31 PM	1:21 PM	2:31 PM	3:21 PM
Advisory/Student Dismissal	12:21 PM	12:30 PM	1:21 PM	1:30 PM	3:21 PM	3:30 PM
6th Period	Asynchronous		Asynchronous		Asynchronous	

Appendix F: Academic Calendar

HIGH SCHOOL | 2025-2026 SCHOOL CALENDAR

August 2025						
S	M	T	W	T	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
			S: 5	T: 15		

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				
			S: 21	T: 21		

October 2025						
S	M	T	W	T	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	*29*	30	31	
			S: 22	T: 22		

November 2025						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
			S: 16	T: 16		

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			
			S: 16	T: 17		

January 2026						
S	M	T	W	T	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	*21*	22	23	
	26	27	28	29	30	
			S: 19	T: 19		

February 2026						
S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
			S: 18	T: 18		

March 2026						
S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	*31*				
			S: 20	T: 22		

April 2026						
S	M	T	W	T	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		
			S: 16	T: 16		

May 2026						
S	M	T	W	T	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
			S: 20	T: 20		

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	
	8	9	10	*11*	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				
			S: 9	T: 11		

July 2026						
S	M	T	W	T	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
			S: 0	T: 0		

August 2026						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					
			S: 0	T: 0		

Key:						
	Student Days					
	No School for Students, Teachers & 12SB					
	Holiday Observance (All Sites Closed)					
	Network PD Day- No School for Students					
	PD for Staff / No School for Students					
	X End of Term- 1/2 Day Instruction/Full Day Staff					
	Graduation- No School for Students					
	Summer Term					
	Wellness Day - No School for Students & Staff					
	1/2 Day Instruction/ 1/2 PD for Staff					
	Dr. Maya Angelou's Birthday Observed- Full Student Day					
	1/2 Day Instruction/ 1/2 Staff Dismissal					

Annual Total						
Student Days:		182				
Teacher Days:		197				
Total Student Hours:		1092				

Quarter Total						
Quarter	1	2	3	4	Total	Sum
Days	46	46	45	45	182	29
Hours						

First Day - 08/25/2025
Last Day- 6/11/2026

School Start Time- 8:30am
School End Time- 3:30pm

Appendix G - MKV State-Level Resolution Process



MAYA ANGELOU SCHOOLS
SEE FOREVER FOUNDATION

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>			

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 *(please provide an explanation in the spaces provided of how the school/LEA reached its decision regarding this claim using the following guided questions)*:

Reason for Denial and Ineligibility to Dispute the School/LEA Decision:

☐ Not In-boundary ☐ Not School of Origin
☐ Other: _____

Guided Questions:

Explanation or Description of Action/Activity

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 H: 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 #:	
<u>Appeal Information</u>			
Person Completing Form:		Submitted to:	
Student or Students Name(s):			
Relationship to Student(s):	☐ Parent/Guardian ☐ Unaccompanied Youth ☐ Advocate ☐ 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	☐ Yes ☐ No		
I received a written explanation of the school's decision.	☐ Yes ☐ No		
The homeless liaison provided assistance in preparing the appeal and made school resources available (e.g., copying, mailing, and obtaining records)	☐ Yes ☐ 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:	☐ Yes ☐ No
Type of Dispute:	☐ Enrollment ☐ Transportation Assistance Eligibility ☐ School Selection		
Name of School(s) Enrolled:		Date Enrolled:	
Supports provided during Appeal:	☐ Transportation ☐ Equipment ☐ Obtained Records ☐ Other: _____		
<u>Claimant Information</u>			
Claim Filed by:	☐ Parent/Guardian ☐ Unaccompanied Youth ☐ Advocate ☐ 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>			
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.			

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.	
School-based Homeless Liaison Information:	
Name:	Stephen Liggon
Contact Information:	Phone #: 202 379-4335 Email: sliggon@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:	Stephen Liggon
Contact Information:	Phone #: 202 379-4335 Email: sliggon@seeforever.org
Brief Description of Role:	Make sure that all homeless liaisons in the LEA understand and fulfill their duties.
Homeless Education State Coordinator Information (if applicable/escalated):	
Name:	Nicole Lee-Mwandha
Contact Information:	Phone #: (202) 654-6123 Email: Nicole.Lee-Mwandha@dc.gov
Brief Description of Role:	OSSE's Homeless Education State Coordinator will provide technical assistance to interested parties as requested and as necessary.

Reviewed by the School-based Homeless Liaison	☐ Yes ☐ No	Outcome:	☐ Resolved ☐ Escalate to LEA
Reviewed by the LEA Homeless Liaison	☐ Yes ☐ No		☐ Resolved ☐ 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 I: Bullying Prevention Policy & Forms (as of SY25-26)

Maya Angelou Schools/See Forever Foundation

Bullying Prevention Policy

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

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an 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 substantial detrimental effect on the youth's physical or mental health; c. Substantially interfere with the youth's academic performance or attendance; or d. Substantially interfere with the youth's ability to participate in or benefit from

the services, activities, or privileges provided by and 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;
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 establish a culture of respect and safety. As part of this commitment, **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.

Where possible, **MAPCS** will coordinate education efforts with other District agencies to effect 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 **Clinical Counselor** or his/her designee. Additionally, students will receive pertinent information about the various forms of bullying and appropriate ways to interact with their peers, during one of the group counseling offerings. During group counseling, members of the Clinical Services Team will deliver evidence-based Social and Emotional Learning (SEL) - themed curricula to all students. One such curriculum, *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, e-mail 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 a school is necessary for students to learn and achieve high academic standards. Cyber-bullying by a MAPCS 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. MAPCS prohibits acts of cyber-bullying by its students. **Per 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 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 Clinical Counselor, who will create a written report of a bullying incident and include the incident in MAPCS reports of bullying incidents to the citywide coordinator.

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 may be made to ajones@seeforever.org, 5600 E. Capitol Street NE Washington, DC, Ashley Jones, email: ajones@seeforever.org phone: 202-379-4335 ext. 1347 or through an anonymous drop box at the main office.

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.

MAPCS will ensure that there are reporting materials available in a wide variety of languages and that information about reporting is communicated to youth connected to MAPCS in an age-appropriate manner. Information on how to report incidents of bullying will also be included as appropriate in MAPCS mailings to youth and their families. MAPCS is available to assist in reporting incidents of bullying and can be reached at Ashley Jones, email: ajones@seeforever.org phone: 202-379-4335 ext. 1347.

Reports of bullying not received by the Clinical Counselor will be transmitted to them within one day of their receipt or creation by the staff member who reported the initial incident.

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

1. Name(s) of the victim, bully, and any witnesses - 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 (i.e.. 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 Clinical Counselor who will meet with the student to discuss the details of the alleged bullying. *The Clinical Counselor may opt to include the Principal or Student Support Specialist 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 **Clinical Counselor** or his/her designee will also call to notify the student's parent/guardian of the bullying allegations and 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 **Clinical Counselor**, 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 minimum**:

- ☐ Parents and guardians of all victims, bullies, and if appropriate, witnesses
- ☐ Schools and connected agencies if youth from multiple agencies are involved in an incident
- ☐ Law enforcement (if the bullying behavior may involve criminal activity)
- ☐ 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 a 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 publicly 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 evidenced-based curriculum which 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.
6. Data Collection
7. Data Collaboration
8. Incident Database
9. 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.

Secondary Services for At-risk Youth

1. Policy prevents noting services provided to youth as disciplinary action.
2. 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

Prior to the investigation of an incident, the Clinical Counselor will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged

bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by an agency, the following groups will be notified as needed by the Clinical Counselor, so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

Parents and guardians: MAPCS will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The Clinical Counselor will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Schools: MAPCS will notify the schools of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.

Law enforcement agencies: If MAPCS determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination the Clinical Counselor may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

MAPCS will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. MAPCS will make every effort to protect the confidentiality of those who report bullying incidents.

The Clinical Counselor is responsible for investigating reports of bullying and can be reached at Ashley Jones, LGSW, email: ajones@seeforever.org Phone: 202-379-4335 ext 1347. An investigation of an incident will be initiated no more than one day after the Clinical Counselor receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the Clinical Counselor will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The Clinical Counselor will provide confidentiality as far as possible to relevant parties as part of the investigation and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at MAPCS. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the Clinical Counselor will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus,

When investigating a reported incident, the Clinical Counselor will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or

constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The Clinical Counselor is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Clinical Counselor determines that an incident of bullying has occurred, they should take the response steps enumerated in MAPCS tertiary prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

If the Clinical Counselor determines that additional support is needed to conduct a thorough and equitable investigation, they will contact the citywide prevention coordinator.

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

MAPCS recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, MAPCS shall ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the youth involved, and the age and developmental status of the youth involved.

Responses to incidents of bullying may include, but are not limited to:

- Reprimand
- Deprivation of MAPCS privileges
- Bans on participating in optional MAPCS activities
- Deprivation of MAPCS services
- Ban or suspension from MAPCS facilities

Sanctions will be applied within one day of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, MAPCS will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies. MAPCS does not endorse the use of punitive strategies associated with “zero-tolerance” policies when applying sanctions to an incident of bullying. MAPCS shall communicate to youth in contact with MAPCS, the consequences that youth can expect for participating in bullying behavior.

Appeals Procedure

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Clinical Counselor with the consultation of the Principal to the See Forever Foundation Central Office. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the See Forever Foundation Central Office must conduct a secondary investigation within 30 days of the receipt of an appeal. These 30 days may be extended up to an additional 15 days if the See Forever

Foundation Central Office sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon receipt of an appeal, the See Forever Foundation Central Office must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

Addendums

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:

_____ 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): ____

Context _____

Please return this form to the Clinical Counselor

Harassment, Intimidation or Bullying (HIB) - Targeted Student Safety Plan

Definitions & Guidance:

Our school provides a safe and secure learning environment that is free from harassment, **intimidation or bullying (HIB)**. Especially vulnerable students who have been the **alleged targets** of HIB may need special protection to ensure their emotional and physical safety is secure during investigations and/or after sanctions have been imposed on aggressor students.

This safety plan template raises key issues for you to consider to assist in the protection of a vulnerable student and in the writing of a safety plan. It is understood that each situation is different and that additional considerations may be included.

It is recommended that this **Student Safety Plan** be completed by the school's **existing safety, discipline or student support team**. Examples of such groups include a school's Student Support Services Team (SST), SPED Team or/and Admin Team. It is also recommended that the targeted student and a member of the targeted student's family be involved in the development of the plan. Once the plan has been developed by the team, the principal, deans and SST will see that it is implemented with the student and his/her family. The principal will also share this plan with all necessary school staff. The classroom teachers will leave a copy of the plan for any **substitute teachers** who come in. The plan involves two components: the actions **school staff** will engage in and the actions the **student** will engage in. The plan has a **definite start and a proposed end date**. It is meant to cover the **entire school day**; from the time a student boards a bus in the morning until he/she departs the bus at the end of the day. The targeted student needs to be safe during **before-school and after-school activities** and protected from any **new bullying done by others** in support of the initial aggressor or in retaliation for reporting or discipline actions.

The plan designates a **Primary Staff Contact** for the targeted student. This person might be the staff person to whom the student first reported the HIB, or with whom the student feels most comfortable. It might also be his/her homeroom teacher, counselor or another classroom teacher.

It is the intent of this plan that it be carried out in a way which is **minimally intrusive**. School layout, passing times, grade levels and configurations and availability of staff may impact the plan. It will be necessary to adapt to the building. For example, if there are locations which are known to be particularly dangerous for the student, those areas need to be identified and monitored. (An additional template is available which more closely fits the needs of primary grades.)

Maya Angelou Schools/See Forever Foundation

HIB Targeted Student Safety Plan

Student's Name: _____

Primary Staff Contact: _____ Grade: _____

SPED: Yes ____ No ____ 504 Plan: Yes ____ No ____ Plan start date: _____

Proposed End date: _____

A. School/Staff:

1. All school staff will be apprised of this safety plan and will make every effort to implement it successfully.
2. Any school staff who witness or are otherwise made aware of any harassing, intimidating or bullying behavior directed toward the student will intervene immediately and will report such behavior to the principal/dean/counselor.

3. Classroom and Passing Times:

Mr./Mrs. _____ will be designated as the student 's primary point of contact (trusted adult) on staff.

Mr./Mrs. _____, the student's teacher, will keep the student and his/her aggressor separated in the classroom and during class activities. Classroom teachers will keep the student and his/her aggressor separated in the classroom and during class activities

Our school security staff and Admin. will be visible in the hall and will monitor the student during all passing times.

4. The student will visit his/her Clinical Counselor and/or Student Development Manager on a daily basis at an agreed upon time to ensure that the plan is working. If the student does not or cannot visit this person at that time, the designated person will locate and check with the student.
5. The school will immediately report any harassing, intimidating or bullying behavior which it is made aware of to the student's parents.
6. Other: _____

B. The Targeted Student:

1. The student will not have face to face contact or online contact with the aggressor while this plan is in effect.
2. The school Clinical Counselor and/or Student Development Manager will identify support(s) to ensure the student feels safe.
3. The student will visit his/her Clinical Counselor and/or Student Development Manager on a daily basis at an agreed upon time to ensure that the plan is working. If the student does not or cannot visit this person at that time, the designated person will locate and check with the student.
4. The student will report any breach of this plan to his/her parents, designated trusted adult, teacher, or other staff person immediately
5. The student will also report any such behavior which occurs as a result of this plan off campus and/or outside of the regular school day.
6. Other: _____ .

Parents/Family:

1. Parents and other family members agree to monitor and support the student with this Safety Plan, monitor the student's use of technologies, and contact school if the problem persists.
2. Parents are welcome to contact the school at any time to check on the effectiveness of the plan.

If threats and harassment continue and/or escalate, law enforcement may be called in. This plan is in place from _____ through _____, at which time it will be reviewed, revised or continued, if necessary.

We agree to the Safety Plan as stated above.

Student Parent

Principal Date

Clinical Counselor Date

INVESTIGATIVE FINDINGS FROM AN ALLEGED INCIDENT OF BULLYING

Incident Information

Name(s) of victim: _____

Name(s) of bully: _____

1. Finding of bullying or retaliation:

___ Yes ___ No

___ Bullying Incident initially referred by: _____

___ Retaliation Discipline referral only: _____

2. Action Taken:

___ Out of School Suspension ___ ISS ___ Recommendation for Expulsion ___ Community

Service ___ Restorative Conversation ___ No Action Necessary

Other _____

3. Specifics about the findings from the investigation:

Signature and Title: _____ Date: _____

See Forever Foundation 5600 East Capitol Street NE, Washington DC 20019 **Phone** (202) 797-8250 **Fax** (202) 797-8284 **Maya Angelou Learning Center** 5600 East Capitol Street NE, Washington DC 20019 **High School** (202) 379-4335 **YALC** (202) 289-8898 www.see forever.org



May 2, 2023

Ashley Jones ajones@seeforever.org

RE: Compliance Report for Bullying Prevention Policy with the Youth Bullying Prevention Act of 2012

Dear Ashley,

The Maya Angelou Schools/See Forever Foundation (MAPCS) Bullying Prevention Policy was compared to the requirements stated in the 2012 Youth Bullying Prevention Act of 2012 for compliance.

The MAPCS Bullying Prevention policy is deemed compliant with the law.

Sincerely,

Ernest Shepard

See Forever Foundation 5600 East Capitol Street NE, Washington DC 20019 **Phone** (202) 797-8250 **Fax** (202) 797-8284 **Maya Angelou Learning Center** 5600 East Capitol Street NE, Washington DC 20019 **High School** (202) 379-4335 **YALC** (202) 289-8898 www.seeforever.org

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Appendix J: Emergency Protocols & Drill Procedures

High School Weather Drill Policy

Purpose:

To ensure the safety and well-being of all students, staff, and visitors during severe weather events through consistent procedures and designated sheltering protocols.

Policy Overview:

In a weather drill or emergency (tornado warning, severe thunderstorm, or other weather-related events), **all students and staff must report immediately to the school cafeteria**, which has been designated as the primary weather-safe area.

Types of Weather Emergencies Covered

- Tornado Warnings
- Severe Thunderstorms with high winds or hail
- Extreme Weather Alerts (hurricane, snowstorm, or freezing conditions – if regionally applicable)

Drill Procedures

Drill Frequency	Movement Protocol	Student Positioning
Tornado Drills: At least twice a year	Upon announcement of a weather drill or emergency:	Upon arrival in the cafeteria, HS is stationed closest to the far right/near the food line. Students should sit on the floor facing inward, away from windows and doors.
Shelter-in-Place/Thunderstorm Drills: At least once per year	Staff will calmly direct students to stairway 5 and enter the cafeteria immediately. Students must move quickly, stay silent, and follow directions. Classes will be assigned rows or zones based on room numbers or grade levels. Students and staff will remain in the cafeteria until the "all clear" is given.	Students may be asked to kneel with their hands over their heads and necks in a protective position if directed.

Roles & Responsibilities

Administration:	Teachers/Staff:
Initiate the drill or emergency response, communicate updates, and coordinate with emergency services.	

	Lead students to the cafeteria. Bring class rosters and account for all students. Maintain calm and supervise behavior.
Security & Operations Teams: • Initiate complete floor-by-floor clearance of the building and await confirmation of the emergency response team • Check restrooms, stairwells, and hallways to ensure everyone has evacuated to the cafeteria. Secure exterior doors if necessary. • Remain on scene until emergency services respond or until safe to return to the classrooms.	Students: Follow directions immediately. Remain calm, quiet, and alert.

Communication

- Drills and real emergencies will be announced over the **intercom system**.
- In the event of an actual weather emergency, families will be notified via school messenger (robocall/text/email).

Special Considerations

- Students with mobility needs or medical accommodations will be assisted by assigned staff to the cafeteria.
- Visitors and substitute teachers must follow the same procedures and report to the cafeteria.
- After-school program leaders and athletic coaches ensure all participants report to the cafeteria during weather events.

Review and Accountability

- This policy will be reviewed and updated annually by the school safety team.
- Drill logs must be recorded and submitted to the district as required.

High School Earthquake Drill: Drop, Cover, Hold

Purpose:

Ensure all students and staff understand procedures during a Drop, Cover, Hold (**Earthquake**) drill. This is the core action to protect yourself from falling objects and debris. Drop, Cover, and Hold On offers the best overall level of protection in most situations.

Scope:

This policy applies to all students, staff, visitors, and contractors in the building during the school day.

Drop, Cover, Hold: The Earthquake drill is used when:

There is ground shaking, ground rupture, landslides, tsunamis, and liquefaction

Main Office (or Admin/Security):

While the alarm is ongoing, everyone should perform "duck, cover, and hold " and remain in this position until the shaking stops.

All staff and students must immediately:

- **Stay in their current location and take cover** (classroom, office, cafeteria, etc.).
- **EVACUATE As soon as the shaking stops**, evacuate the school building and proceed to the identified evacuation areas (the field).

Hallway & Common Area Protocol

- **Students in hallways or bathrooms** must immediately drop to the ground, cover themselves, and hold on to something sturdy, like a toilet or a sturdy piece of furniture.
- **Staff in the hallway** (deans, security, admin) should move into a hallway or against an inside wall. STAY CLEAR of windows and heavy furniture or appliances
- **Cafeteria or Gym:** Tables are the best option for covering in a cafeteria. If you can't get under the table or bleachers in the gym, look for an interior wall that offers a relatively safe location. Protect your head and neck with your arms.

Administration:

- Respond to the situation. Get under a desk or table.
- Drop, Cover, and Hold on or move into a hallway or against an inside wall. STAY CLEAR of windows

Teachers & Support Staff:

- Do not release students or leave your room.
- Continue to Drop, Cover, and Hold until administration has given an all clear
- Monitor students and ensure a calm classroom environment is safe.

Security & Operations Team: • Security will conduct an interior check of the hallways after the tremors have stopped and the floor is clear to ensure everyone is safe. • Communicate with emergency services to get attention for any person injured or needing attention.	Students: • Stay in your room—Take Cover, Drop, and Hold on! • Remain in position until all is Clear • Follow all directions from your teacher or supervising adult.
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Ending the Drill

- An administrator will clearly announce that Drop, Cover, and Hold is clear: You may now resume normal movement and immediately prepare to leave the building and proceed to the field.
- Students must follow instructions immediately to prepare to leave the building and proceed to the field.

Documentation & Debrief (For Staff Only)

- After the Drop, Cover, and Hold, administrators may request feedback of an incident report, especially if staff experienced issues (students alarmed, medical attention, hallway confusion).
- The safety team will review the effectiveness of the school response and update procedures as needed.
- The office may serve as a **central point of contact** during an emergency.
- Emergency personnel may rely on **landline phones** for clearer or more secure communication.

High School Fire Drill Policy

Purpose:

To ensure the safe, orderly, and timely evacuation of all students, staff, and visitors during a fire drill or fire emergency, while complying with local and state safety regulations.

Scope:

This policy applies to all individuals on campus during school hours or school-sponsored events, including students, staff, contractors, and visitors.

Drill Requirements

- **Frequency:** Fire drills are conducted **at least once per month** during the school year.
- **Timing:** Drills will occur at different times (e.g., during hours of operation, instruction, lunch, or class transitions).
- **Format:** Most drills will be **unannounced** to simulate real emergencies.

Evacuation Procedures

When the fire alarm sounds:

Individuals on High School (Auditorium) Floors:	Individuals in the Cafeteria:	Other Areas (Gym, Offices, etc.):
● Exit using the main office side stairwell 7 only. ● Proceed all the way down and exit the building. ● Turn right onto East Capitol Street. ● Walk to the field area. ● Stand in assigned class locations, remain silent, and await instructions.	● Remain calm and silent. ● Follow the directions of designated cafeteria staff. ● Cafeteria staff will lead students through stairway 5 to the mid landing out to a safe exit. ● Students will proceed onto East Capitol Street, walk to the field, stand in assigned class locations, remain silent, and await instructions.	● Students exit the building using stairway 1. They will proceed onto East Capitol Street, walk to the pavilion, and stand in assigned class locations. ● Exit the building using stairway 2. Students will proceed to the Rear parking lot, field area, stand in assigned class locations, remain silent, and await instructions.
Assembly Expectations at the Field ● Classes must line up in assigned areas based on room number or grade. ● Teachers, keep your students with you at all times. ● Teachers must take attendance immediately and report missing students to the Incident controller (admin) or the safety team. ● Students must remain silent and with their class at all times.		

Re-Entry Procedures

- After the building has been cleared and deemed safe:
 - The incident controller (Admin) on duty will release the guests in the zone area to the teachers or administration for re-entry screening.
 - The **administrators on duty will release students by class** from the field area in an **orderly and controlled manner**.
 - Teachers/Staff must stay alert and with their students. Teachers will lead their classes back into the building using the designated route. Students must remain with their class.
 - The security team will implement building re-entry screening procedures for all students and guests re-entering the building.
 - The security team requires teachers to confirm the number of students passing through the screening room before they can begin leading back to the classrooms.
 - Students must remain with their class and continue following staff directions until fully back in the classrooms.

Roles & Responsibilities

Administration: ● Initiate and oversee the drill or emergency. ● Ensure all evacuation and re-entry procedures are followed. ● Maintain official fire drill documentation. ● Communicate the "all clear" and coordinate class-by-class re-entry.	Teachers: ● Bring class rosters. ● Lead a safe, quiet evacuation. ● Take and report attendance. ● Supervise students during re-entry. Support Staff: ● Check bathrooms, stairwells, and shared spaces. ● Assist students with mobility needs. ● Support transitions during evacuation and re-entry.
Security & Operations Teams: ● Initiate complete floor-by-floor clearance of the building and await confirmation of the emergency response team ● Confirm the total count of refugees to report to the emergency response team ● Remain on scene to receive "all clear" and await instruction if building can begin re-entry of staff and administration, along with security screening of students and guests	Students: ● Follow all adult directions immediately. ● Exit quickly, silently, and leave belongings behind. ● Stay with your class during evacuation and re-entry. ● Remain quiet and alert to instructions from staff and administration.

Once the re-entry process begins, the incident commander (security) will hand off control of each zone to the incident controller (admin team) for the students and guests.	
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Special Considerations

- Students with mobility or medical needs will have **individualized evacuation instructions**.
- Elevators may not be used** under any circumstances during a fire or drill.
- Visitors and substitute teachers must follow staff directions, evacuate with the nearest group, and remain in the field.

Communication

- In the case of an actual emergency, families will be contacted via the school's emergency communication system (robocall, text, and/or email).
- The school will not release students to families during a drill until it is deemed safe and authorized.

High School Lockdown Drill Policy

Purpose:

The purpose of a lockdown drill is to practice emergency response protocols for situations where a threat is inside or near the building. It requires occupants to secure themselves within their current location. The goal is to protect the safety and well-being of students, staff, and visitors in the event of a threat inside or near the school building by preparing for lockdown situations through regular drills and clear procedures.

Scope:

This policy applies to all building members during school hours or school-sponsored events.

Drill Requirements

- Frequency: Stay in place drills are to be conducted at any time during the school's 12-year calendar.
- Timing: Drills will occur at various times (e.g., during hours of operation, instruction, lunch, or class transitions).

Lockdown ("Locks, Lights, Out of Sight") Used when an immediate threat is inside or very close to the school building (e.g., active intruder, weapon threat).	Tips for consideration Maintain a calm tone and offer quiet reassurance if a student is distressed about needing the restroom.
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Lockdown Procedures

Lockdown – What to Do Immediately

Individuals on High School Floors: ● Lock all doors immediately. If a door can't be locked, attempt to block it quickly with heavy items. ● Turn off all lights and close the blinds or curtains of the windows. ● Instruct all students to stay low and away from the windows and doors. ● Remain in a safe place and under lockdown until you receive an "all clear" from authorized personnel who will come to open each door.	Individuals in the Cafeteria: ● Take cover and stay low. If possible, move behind sturdy objects like tables or counters for protection. ● If possible, block all doors leading into or out of the cafeteria. ● If possible students should follow directions from designated staff to shelter in the kitchen or another pre-determined safe area. ● Remain safe and under lockdown until you receive an "all clear" from authorized personnel who will enter the cafeteria to acknowledge an "all clear" to the building.
Other Areas (Gym, Offices, etc.): ● Take cover and stay low. ● If possible, block all doors leading into or out of the area ● Move to a lockable space within the area, such as a locker room or equipment room, and lock the door. ● Remain safe and under lockdown until you receive an "all clear" from authorized personnel who will enter the area to acknowledge an "all clear" to the building.	Individuals in the Hallway: ● Students in the hallway or restroom should enter the nearest available open and secure room.

If an Emergency Happens in the Classroom (e.g., student is injured, medical issue, or safety threat):

- **Remain in lockdown** unless the threat requires evacuation (e.g., fire, smoke, structural damage).
- Indicate a need for assistance using the **classroom emergency communication tool** (e.g., red/green cards, alert app, or emergency phone code).
- If permitted and safe, **send a discreet message** to the front office or administrator via school communication platform, walkie, or intercom button.
- If using a classroom phone or cell phone to call for help:
 - Call the main office or designated emergency number, NOT 911, unless instructed.
 - State your room number and the nature of the emergency clearly and quickly.

Communication During Lockdown

- **Unless instructed by the administration, no one should communicate via cell phone or social media during a lockdown.** All official communication will come from: the **school intercom system**, or **text/email/alert system** authorized by school or district leadership.
- Staff should keep their phones on **silent mode**, and only use them to report or receive critical information from administration.

"All Clear" & Re-entry

- The lockdown continues until an **authorized administrator or law enforcement** provides a **clearly announced "All Clear."**
- No one can unlock or open doors until the "All Clear" is issued.
- After the "All Clear," teachers should:
 - Take attendance.
 - Report any injuries, missing students, or concerns to the administration immediately.
 - Prepare to support students with debrief or trauma-sensitive check-ins.

Roles & Responsibilities

Administration ● Initiate the lockdown and monitor the situation. ● Coordinate with law enforcement. ● Communicate status updates and the official "All Clear." ● Debrief staff and ensure documentation is completed after each drill or real event.	Teachers/Staff ● Follow lockdown procedures immediately. ● Maintain calm and silence. ● Communicate needs discreetly, if applicable. ● Keep a charged phone nearby and follow protocol for emergency communication.
Security & Operations Team ● Initiate a complete floor-by-floor lockdown of the building ● Confirm hallways and stairways are clear ● Remain on scene to receive "all clear" and await instruction to screen each classroom with emergency services for staff and students.	Students ● Follow staff directions immediately. ● Stay silent, off devices, and out of sight. ● Do not open the door for anyone under any circumstances.

Main Office The main office can use phones during a lockdown, but only for emergency communication purposes. The office may serve as a central point of contact during an emergency. Emergency personnel may rely on landline phones for clearer or more secure communication. Main office staff may communicate with: ○ Law enforcement ○ Emergency responders ○ School administrators ○ District safety personnel They should not: ○ Answer routine incoming calls. ○ Make non-emergency calls. ○ Share unverified or unofficial information with staff, families, or the public.	Visitors & Substitutes ● Must follow the direction of the nearest staff member. ● During drills or real emergencies, they will be expected to shelter in place with students or staff.
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Family Communication

- In a real emergency, families will be notified via the school's **emergency communication system** (robocall, email, and/or text).
- Parents should not call or come to the school during a lockdown, as it may interfere with emergency response efforts.

What to Do if a Student Needs to Use the Restroom During a Lockdown:

- **No one is permitted to leave the classroom**, even for the restroom, during the lockdown.
- The priority is **safety for everyone**, and opening the door, for a brief moment, can put everyone at risk.
- Students must remain silent, out of sight, and wait for the "**All Clear**" before moving around.

Students must remain silent, out of sight, and wait for the "All Clear" before moving around. If it is an emergency (e.g., medical or urgent need):

- The teacher should first attempt to ask the student if they can wait as long as possible, and they will be able to use the restroom after receiving an "all clear."
- Teachers should then quietly provide a private area away from other peers for the student to use the restroom, trash can, emergency buckets, or privacy covering (if available), which can be used as a last resort.
- Use discretion and compassion, prioritizing student dignity.

- Do not unlock or open the door under any circumstances.

After the "All Clear," teacher/staff may escort the student to the restroom and notify the nurse or administration of the consideration. The teacher/staff who allows the student to use the restroom during the Lockdown drill in a contained classroom will need to do the following:

- Write an emergency restroom report and request a student statement.
- Contact and notify the administration and parents after an "all clear" is called.
- Staff are to dispose of waste immediately after all clear is called.
- Turn in the report by COB.
- Administration will contact Senior Leadership and Human Resources about the incident.

High School Stay-in-Place (No Movement) Drill Policy

Purpose:

Ensure that all students and staff understand procedures during a **Stay-in-Place (No Movement)** drill or emergency, which may be called for medical, behavioral, or operational reasons. This protocol helps maintain calm, safety, and order without triggering an alarm.

Scope:

This policy applies to all students, staff, visitors, and contractors in the building during the school day.

Drill Requirements

- Frequency: Stay in place drills are to be conducted at any time during the school's 12-year calendar.
- Timing: Drills will occur at various times (e.g., during hours of operation, instruction, lunch, or class transitions).

A **Stay-in-Place (No Movement)** drill is used when:

- There is a **medical emergency**, and responders need privacy and space.
- A **behavioral incident** (e.g., student crisis or fight) needs to be de-escalated without disruption.
- **Hallways or common areas are temporarily unsafe** (e.g., spill, injury, or cleanup required).
- Law enforcement or administration needs **uninterrupted access** to a particular area or student.

Important: No active threat to the school exists, so this is not the same as a lockdown.

Roles & Responsibilities

Main Office (or Admin/Security):

Announcement is made over the intercom: "Staff and students, we are now in a Stay-in-Place. Please remain in your classrooms. Do not leave the room until further notice."

All staff and students must immediately:

- **Stay in their current location** (classroom, office, cafeteria, etc.).
- **Do not allow students to leave for any reason**, including restroom, nurse, or office visits.

- Continue teaching or working as normal inside the room. Do not open classroom doors for students or staff who are late or in the hallway—direct them to the nearest classroom or supervised space.	
Hallway & Common Area Protocol Students in hallways or bathrooms must go to the nearest classroom or supervised space immediately. Staff in the hallway (deans, security, admin) should assist in moving students safely into the nearest room. Cafeteria or Gym: Students stay where they are and follow directions from supervising staff.	
Administration: - Responding to the situation. - Ensuring that everyone is out of the hallway, etc.	Teachers & Support Staff: - Do not release students or leave your room. - Continue teaching if appropriate, or pause instruction if directed. - Monitor students and ensure a calm classroom environment. - Follow any individual student care plans discreetly (e.g., medical needs).
Security & Operations Team: - Security will conduct an interior check of the hallways to ensure that everyone stays in place and the floor is clear. - Report anyone in the stairways to the security rovers and operations team to redirect or provide an escort to a designated area.	Students: - Stay in the room you're in—do not ask to leave. - Remain seated, calm, and quiet. - Follow all directions from your teacher or supervising adult.

Communication During Stay-in-Place

- Only administrators or designated staff may communicate updates during the drill.
- If a teacher has an urgent situation (e.g., medical concern in the room), they should **use the classroom phone, walkie-talkie, or approved digital alert system** to notify the main office.
- Do not call or email the front office unless it is an **emergency**.
- Follow any individual student care plans discreetly (i.e. medical needs).

Ending the Drill

- An administrator will clearly announce the end of the drill: "The Stay-in-Place has been lifted. You may now resume normal movement."
- At that time, students may resume hallway transitions, and any delayed passes (to the nurse, office, etc.) may proceed.

Documentation & Debrief (For Staff Only)

- After the drill or real event, administrators may request feedback or an incident report, especially if staff experienced issues (student refusal, medical needs, hallway confusion).
- The safety team will review the drill's effectiveness and update procedures as needed.
- The office may serve as a **central point of contact** during an emergency.
- Emergency personnel may rely on **landline phones** for clearer or more secure communication.
- Proper use of the phones ensures coordinated and accurate responses.

During a Stay in place:

- Movement inside the classroom may continue, but **students may not leave the room**, including for restroom use.
- The classroom door remains locked, and teaching may continue.
- If the lockdown is extended and restroom access is urgent:
- Contact the main office or administrator for instructions using approved communication (e.g., phone, walkie, messaging system).

Appendix K: Student Parenting Policy

Student Parenting Policy

This policy ensures that pregnant and parenting students, in compliance with Title IX, are provided equal access to education while receiving the necessary support to continue their education successfully.

Support Services

Pregnant and parenting students will be referred to counseling, academic advising, health services, and community resources as needed. Maya Angelou PCS may designate a staff member to serve as a liaison to support the student's well-being and academic success.

Attendance and Medical Leave

Pregnant students are expected to attend school in person unless otherwise advised by a medical professional. A student must provide a doctor's note indicating when they are no longer able to attend in person; at that point, the student will transition to the virtual learning model. Pregnant students are entitled to take medically necessary leave before and after childbirth for the duration specified in writing by their healthcare provider. Pregnant or parenting student absences due to pregnancy or pregnancy-related conditions shall be excused with proper medical or appointment documentation. Examples include labor, delivery, recovery, prenatal and postnatal medical appointments with

Academic Support and Re-Entry

Students placed on virtual instruction must meet attendance and academic requirements as set by teachers and/or the Academic Dean. Students on maternity leave will have opportunities to make up missed work and stay on track academically within a designated period of time within the academic school year. Teachers and school staff will collaborate to provide appropriate accommodations, including remote learning options, tutoring, and extended deadlines when feasible. Upon returning, students will be allowed to resume their prior academic schedule and participate in extracurricular activities without penalty.

Students who need maternity leave or additional support are encouraged to contact the school counselor, Student Support Specialist, or administration as early as possible to ensure proper coordination of care and academic planning.

Lactation Accommodations

MAPCS provides a lactation space for nursing parents. This space includes at least one seating option, a flat surface, a refrigerator, and an electrical outlet to accommodate breast pump devices. Parenting students must be excused from class to use this space as needed.