



MAYA ANGELOU
SCHOOLS

SEE FOREVER FOUNDATION

2021-2022

High School &

Young Adult Learning Center

Student/Family Policies

Updated: July 7, 2021

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Admissions Policy

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

Transfer Preference Policy

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

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/ YALC Director
- Assistant Principal
- Academic Dean
- Teacher

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

- The High School Principal/YALC Director will review the complaint and will contact you within 5 school days to schedule a meeting to further discuss the complaint, if needed. The meeting will be scheduled within 10 school days of receipt of the written complaint, if needed.
- The High School Principal/YALC Director or their respective designee will investigate the complaint and provide findings to the High School Principal/YALC Director.
- Within 30 days of receipt of the written complaint, you will receive a summary of findings based on the investigation and a determination on whether the complaint was substantiated.

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

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

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

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

Clarisse Mendoza Davis, Ed.D.

Chief Executive Officer

See Forever Foundation-Maya Angelou Public Charter Schools

5600 East Capitol Street, NE

Washington, D.C. 20019

cmendoza@seeforever.org

(202) 797-4335

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

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

Peter Leone

Board Chair

Maya Angelou Public Charter Schools

mapcsboard@seeforever.org

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

All formal complaints must adhere to the policy above.

Non-Discrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), the Age Discrimination Act of 1975 (“The Age Act”), and the District of Columbia Human Rights Act (“HRA”), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all professional organizations holding professional agreements with Maya Angelou Public Charter Schools (High School and/or Young Adult Learning Center) are hereby notified that **Maya Angelou Public Charter Schools does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income in admission or access to, or treatment or employment in, its programs and activities.**

Family Educational Rights and Privacy Act (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 cannot 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 Charter Schools to withhold any or all of the information identified above by submitting a request in writing to the Maya Angelou Public, 5600 East Capitol Street, NE Washington, DC 20019 or to data@seeforever.org.

5.

- 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

Attendance Policy-Maya Angelou Public Charter Schools – High School

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 Development Manager (SDM) 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.

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 number of unexcused absences accrued

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 number of unexcused absences accrued. The following 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.

Unexcused absences will be addressed in the following manner 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
5	SST/Truancy Conference Attendance Intervention Plan
6	Home Visit Conducted/Warning Letter Sent
10	Truancy Warning Letter

	CFSA Referral for students age 13 and under
15	Court Social Services Letter
	Referral to Court Social Services & Office of the Attorney General
20	Roster Removal Notification Letter*

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

Excused Absences

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 circumstance approved by an educational institution.

Acceptable Documentation for Excused Absences

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

- Note from a physician on their letterhead with the date and reason for the absence.
- 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.
- Appointment with a social service agency/employee on the letterhead for that Organization.

- 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.
- 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.
- Obituary and/or funeral program of family member

Tardiness

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

Early Departures

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

- A parent/guardian must be reachable and verify the approval of early departure. Parents can send a written note for dismissal. In the instance a phone call is made, written communication must immediately follow.
- Any community support worker and/or social worker attempting to retrieve a student must present proper credentials upon arriving at the main office and prior to speaking with a student. There must be documentation on file identifying said community support worker and/or social worker as authorized to have access to the student and/or student records.
- A pattern of early dismissals will require an SST referral. Three unexcused early dismissals (Walking out or leaving the building) will be considered an unexcused absence and the student will be scheduled for a parent conference.

Discipline Policy -Maya Angelou Public Charter School – High School

The Maya Angelou Public Charter Schools have specific expectations for students of the Maya Angelou Public Charter High School. Furthermore, intervention, supports 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 involves the use of both trauma-informed and restorative practices in the framework as we transition back to the school building from virtual remote learning. Our goals are to minimize behavioral incidents and minimize time out of school. We will ensure that all support has been utilized to understand the nature of an issue or problem before it escalates into an out of school suspension.

The behavioral system is based on a 3-tiered infraction system. Tier 1 & 2 infractions often result in a conference with the Discipline Team and/or one or more periods of in-school suspension. We plan to operate ISS virtually in school and have students report to these spaces in lieu of their regular class schedule. Such infractions include but are not limited to insubordination, verbal altercations with another student or adult and, inappropriate use of technology on virtual platforms. In the case of Tier 3 infractions restorative practices will be employed when appropriate.

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

Tier 1

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

Behavior	Possible Interventions/Consequences:
1.1 Dress code violation	<ul style="list-style-type: none"> ● Verbal redirection or reprimand ● Teacher/student conference ● Parental contact in writing or by phone ● Teacher/Parent conference ● Temporary removal of student from classroom for conversation ● Behavior contract ● Restorative conference (with the harmed person) ● Clean up duty ● Reflection Period ● After school detention ● Saturday detention ● In-School Suspension (except for late arrivals to school and dress code violations)
1.2 Harassment	
1.3 Disrespecting staff	
1.4 Disrupting the learning environment	
1.5 Food/Drink in class	
1.6 Inappropriate use of technology	
1.7 Inappropriate language	
1.8 Late arrival to school	
1.9 Cell Phone violation (Use)	
1.10 Exiting the building without permission	
1.11 Insubordination	
1.12 Unexcused lateness to class	
1.13 Inappropriate use of cell phone	

1.14 Plagiarism	
1.15 Property damage, including graffiti (under \$500)	<ul style="list-style-type: none"> ● Other school-based consequence or restorative practice as approved by the Principal or their designee
1.16 Skipping/Leaving class without permission	
1.17 Theft	
1.18 Suspicion of possession or use of drugs (indicated by visual or olfactory)	
1.19 Uniform violation	
1.20 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	

Tier 2

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

Behavior	Possible Interventions/Consequences:
2.1 Disrespecting staff	<ul style="list-style-type: none"> ● Verbal redirection/reprimand ● Teacher/student conference or administrator/student conference ● Parental contact in writing or by phone ● Administrator/parent conference ● Temporary removal of student from classroom for conversation ● Behavior contract ● Reflection essay ● Restorative conference (with the harmed person) ● Clean up duty ● After school detention ● Suspension or temporary removal from Residential program(Resi)
2.2 Inappropriate or disruptive physical contact between students	
2.3 Intentional misuse of school equipment/supplies/facilities	
2.4 Inciting others to commit violence	
2.5 Bullying	<ul style="list-style-type: none"> ● Saturday detention ● In-School Suspension ● 1-5- day short-term suspension with student contract ● 6-10-day long-term suspension with student contract ● Other school-based consequences as approved by
2.6 Throwing objects that may cause injury or damage property	
2.7 Assault/ (verbal or physical) / fighting	
2.8 Sexual harassment	

2.9 Exiting the building without permission	<p>the Principal or their designee</p> <ul style="list-style-type: none"> ● A recommendation for expulsion is contingent on the severity of infraction.
2.10 False fire alarm	
2.11 Trespassing	
2.12 Participation in violent neighborhood (jumping) activity that compromises the safety of anyone in the school community	
2.13 Weapons possession*	<ul style="list-style-type: none"> ● Weapons (Tier 2) include but are not limited to lighters or Tasers, mace, guns, sticks, bricks, rocks, pipes, razor blades, laser lights, brass knuckles, box-cutters, knives (5.5 inches or less), a pencil, scissors or any item that can be used to inflict physical harm or that is not classified as a gun, or an object with a sharp edge. MAPCS staff reserves the right to determine what is classified a weapon upon inspection. ● If a student brings these or any other weapons to school, serious consequences including long-term suspensions or expulsion may follow.
2.14 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	
2.15 Documented pattern of persistent Tier 1 behavior	

Tier 3

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

Behavior	Possible Interventions/Consequences:
3.1 Group fight (Jumping another student)	<ul style="list-style-type: none"> ● 1–5-day short-term suspension with students' contract ● 6–10-day long-term suspension with students' contract ● Other school-based consequences as approved the Principal or their designee ● 11–20-day suspension and student contract* ● Suspension or removal from Residential program (Resi) ● Involvement with Law Enforcement ● Expulsion <p>*If a student accumulates 20 or more out of school suspension days in a year, the parent/guardian or adult student will receive a written justification explaining why exceeding the 20-day limit is more appropriate.</p> <p>**Weapons (Tier 3) here is distinguished by intent to use weapon (loaded or unloaded gun, bringing</p>
3.2 Bomb Threats	
3.3 Illegal Drugs (Selling, Distribution, Consumption)	
3.4 Bullying	
3.5 Sexual assault	
3.6 Dating Violence (Domestic Violence)	
3.7 Sexual Harassment	
3.8 Staff assault	
3.9 Staff Threats (verbal or physical)	
3.10 Weapons (Usage) **	
3.11 Gambling	
3.12 Property Damage over \$500, including graffiti	
3.13 Chemical dispensing device (Possession or Use)	
3.14 Robbery/theft (Staff or Student)	

related)	weapons beyond security screening area, hidden on person) MAPCS staff reserves the right to determine what is classified as intent.
3.15 Any form of intimidation to include sharing of photos, social media page, text messaging, verbal (Staff or Student related	
3.16 Unauthorized use of the internet involving inappropriate sites	

- The above responses to the violation of the student success code are applicable to the school campus, situations brought onto school grounds following travel to and from school, and school sponsored activities **off site or away from campus**.

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 a parent/guardian.	Students ages 14-17 years of age who have been suspended or expelled are not permitted to leave school grounds unless parent/guardian has been contacted.
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Any and all communication with parents will be documented in PowerSchool. If the parent or guardian of a student who has been suspended cannot be contacted by phone or in person before the next school day, and the student arrives at school, he or she must remain in the building until a parent or guardian can be contacted and given a reasonable opportunity to arrange for proper supervision of the student or until the end of the school day. The student may be separated from other students and must be appropriately supervised during this time. Any such day will count toward fulfilling the terms of the student's suspension.

Emergency Suspensions

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

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

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

(Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Russell Waller, Director of Special Education, at rwaller@seeforever.org.

Jurisdiction

Maya Angelou Public Charter School discipline policy is applicable for all students in the following situations:

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

Discipline Definitions

Out-of-school Suspensions

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

Students are provided with classwork and assignments to complete during their time out of school. During an out-of-school suspension, a student cannot 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 supports during the reflection period. During reflection periods, students will receive their classwork and assignments and are expected to complete their work during the reflection period.

In-School Suspensions

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

Expulsion

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

Notice of Disciplinary Action

Parent engagement and communication is critical through the student discipline process. Except in cases of emergency suspensions, **no student may be suspended or expelled, including on-site suspension, without prior written notice of the proposed disciplinary action to the adult student or minor student's parent or guardian.** The written notice must be provided either in person, through email, certified mail, or hand-delivered mail with a signature receipt.

Disciplinary notices must be mailed to parents/guardians within 24 hours.

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

Due Process

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

Manifestation Determination Process

1. 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.
2. 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.
3. The meeting's attendees are: Special Education Case Manager (facilitator), Special Education Director, School Administrator, Counselor, General Education Teacher, Parent, and Student.
4. 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: An attendance optional re-entry meeting is scheduled; 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; an attendance optional re-entry meeting is scheduled in order to determine interventions the team should put in place to help the student succeed OR in the case of extreme infractions (i.e., staff assault, peer assault, possession or use of serious weapon on school grounds, possession or use of drugs on school grounds, etc.) the team reserves the right to recommend a 45-day placement or change of placement to be approved by the MAPCS Chief of Schools.
- The Director of Special Education documents the parent's agreement or non-agreement with the team's decision.

Appeals Process

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

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

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

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

Attendance Policy- Young Adult Learning Center

The attendance policy in this section apply strictly to the Young Adult Learning Center. The YALC realizes that student attendance is the key to being successful and missing school can adversely affect the commitment the YALC has made to the student. If the student is going to be successful he/she must make the same commitment.

It is the policy of the Young Adult Learning Center, (referred to as the YALC), to create a learning environment conducive to all and shall provide all students the opportunity to be successful. This success is based upon the YALC's commitment to educational excellence, the unique curriculum and to student learning. It is imperative that students enrolled at the YALC to be present and on time for all classes. Tardiness and absences can negatively affect a student's progress and success. The YALC expects all students who enroll in its academic program to make a commitment to themselves and the school and become partners in their success.

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

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

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

Unexcused Absences

An unexcused absence occurs when fails to attend without a valid excused. These types of absences can cause the student to get behind in class work. Students under the age of 18 years, who miss 15 or more unexcused absences will be referred to the Court Social Services Division of the Superior Court of the District of Columbia and to the office of the Attorney General within 2 business days of the 15th absence.

Examples of unexcused absences are:

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

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

Attendance Protocol

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

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

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

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
5	SST meeting convened (plan developed and referrals made)
6	Home Visit Conducted/Letter Sent Home
10	Warning letter mailed to the home (possible removal for students 18+/Court referral for students age 17)
15	Warning letter mailed to the home (possible removal for students 18+/Court referral for students age 17)
20	Student removed from the roll

Excused Absences

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

Examples of excused absences are:

- Legal appointments
- Death in the family
- Medical appointments
- Caring for a sick relative
- Social services appointments
- Enrolling a child in school
- Difficulty with daycare for child
- Observance of religious holidays

- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena
- Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons
- An emergency or other circumstance approved by an educational institution
- Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes

Acceptable Documentation for Excused Absences

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

- Note from a physician on their letterhead with the date and reason for the absence.
- 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.
- Appointment with a social service agency/employee on the letterhead for that Organization.
- 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.
- 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.
- Obituary and/or funeral program of family member

Discipline Policy - Young Adult Learning Center

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

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

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

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

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

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

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

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

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

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

Behavior Tiers

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

The following behaviors shall be considered Tier I behaviors:

- Refusal to comply with staff instructions, or classroom or school rules
- Off-task behaviors that demonstrate disengagement from classroom learning
- Behaviors that disrupt or interfere with classroom teaching and learning
- Unexcused lateness for school or class
- Inappropriate displays of affection
- Excessive noise in the classroom, hall, or school building
- Communicating with staff and peers in a manner that is not polite, courteous, or respectful
- Being in staff offices without permission
- Directing profanity or obscene/offensive gestures toward peers

Disciplinary responses for Tier I behaviors shall include:

- Verbal redirection or reprimand
- Teacher/student conferences
- Parental contact in writing or by phone (for students 17 years old)
- Teacher/parent conference (for students 17 years old)
- Temporary Removal of Student from Classroom
- Behavior/Counseling Referral
- Behavior contract

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

- Using computer/office equipment without permission
- Intentional Misuse of School Equipment/Supplies/Facilities
- Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cellphones)
- Non-compliance with approved dress code

- Leaving classroom without permission
- Unexcused absence from class
- Unauthorized presence in hallway during class time
- Unexcused absence from school
- Inappropriate or disruptive physical contact between students
- Directing profanity or obscene/offensive gestures toward staff
- Throwing objects that may cause injury or damage to property
- Any behavior or other conduct not specifically enumerated in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others
- Documented Pattern of Persistent Tier I Behavior Disciplinary responses for Tier II behaviors shall include:
 - Verbal redirection or reprimand;
 - Teacher/student or administrator/student conference, or all three parties
 - Parental contact in writing or by phone (for students 17 years old)
 - Administrator/parent conference (for students 17 years old)
 - Temporary Removal of Student from Classroom
 - In-School Disciplinary Action (community service projects)
 - Behavior/Counseling referral
 - Behavior contract

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

- Inappropriate Use of YALC Computer or Network (restricted websites, offensive emails)
- Sale or Distribution of any item without authorization (must be approved by the Chief of Schools)
- Possession or Distribution of obscene or pornographic material on school premises
- The sale and/or use of alcohol on campus
- The sale or use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia
- Unauthorized Possession, Use, or Distribution of over-the-counter medication
- Verbal, written, or physical Threat to person or property (including intimidating postures)
- Obscene, racial, seriously offensive, or abusive language or gestures
- Causing disruption on school property or at any YALC-sponsored or supervised activity
- Gambling
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language
- Engaging in Sexual Acts on school premises or at school-related functions
- Leaving school without permission (for students 17 years old)
- Academic Dishonesty
- Forgery

- Lying to or giving misleading information to school staff
- Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)
- Engaging in behavior that demonstrates Gang/neighborhood crew affiliation (displaying clothing or gestures associated with Gangs)
- Hazing
- Bullying, or using humiliating, or intimidating language or behavior, including Internet Bullying
- Possession of tools or instruments which school administrators deem could be used as weapons
- Engaging in reckless behavior that may cause harm to self or others;
- Extortion
- Fighting where there is no injury and no weapon
- Trespassing
- Any behavior or other conduct not specifically enumerated in the previous tiers, which causes significant disruption to the academic environment or causes harm to self or others
- Documented Pattern of Persistent Tier II Behavior

Disciplinary responses for Tier III behaviors shall include:

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

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

- Acts of vandalism, destruction of property, or graffiti (tagging)
- Documented theft of school or personal property without force
- Interfering with school authorities or participating in a major disruption of the school's operation
- Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, or place of residence or business
- Lewd or indecent public behavior or sexual misconduct
- Sexual Harassment towards peers or staff
- Retaliation for reporting Harassment and Sexual Harassment
- Fighting which creates substantial risk of or results in minor injury

- Inciting others to violence or disruption
- Activating False Alarm
- Contaminating food
- Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act
- Using an article that is not normally considered a weapon to intimidate or threaten another individual
- Any behavior or other conduct not specifically enumerated in the previous tiers, but causes disruption to the school operation, destroys school property, or causes significant harm to self or others
- Documented Pattern of Persistent Tier III Behavior enumerated Disciplinary responses for Tier IV behaviors include: Out-of-School Short-Term Suspension, and Out-of-School, Long-Term Suspension and possible Expulsion.

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

The following behaviors shall be considered Tier V behaviors:

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

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

Disciplinary responses for Tier V behaviors include:

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

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

Procedures for Suspensions and Expulsion

- All suspension must be aligned with the policies of the PCSB and the Maya Angelou Public Schools. Suspensions will be assigned to a student by the Program Director or their designee. All suspensions will be put into PowerSchool and notification given to the student advising of the suspension, the reason and the number of days assigned. Should the student be suspended for 3 or more days, work packages will be prepared for that student.
- In the event the student is 17 years old, his/her parent will be contacted, prior to the student leaving the building. If contact cannot be made, the student will remain in school until dismissal and the suspension will start the next day.
- When a suspension involves a student with disabilities, the Director of Special Education will be given a copy of the suspension notification and the student's team will be notified. A manifestation must be conducted to determine if the infraction /action is a manifestation of the student's disability as set forth in his/her IEP, BIP or 504 plan.
- All students will be invited to an attendance optional re-entry meeting once their suspension is over. Administrator, the student, his/her parent if they are 17 years old and any probation officers, social workers, case managers, lawyers or any community workers will be invited to the optional meeting. This proposed meeting will determine if the student has taken responsibility for his/her actions.

- When a recommendation for expulsion is made, a hearing will be set and convened by the Chief of School or her designee. During that hearing the YALC will present the information and reason why expulsion is recommended. The student will present their information and the Chief of Schools will decide the outcome of the expulsion or set additional time to the suspension or accept the time served. The student will be notified in writing in 24 hours of the hearing.
- In all instances, the Maya Angelou PCS and the YALC will align itself with laws, ordinances, statutes and codes which govern the District of Columbia. It is further stated that the school entity will cooperate fully with all law enforcement officials in the administration of justice.

Due Process

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

Manifestation Determination Process

5. Upon the YALC Director 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.
6. 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.
7. The meeting's attendees are: Special Education Case Manager (facilitator), Special Education Director, School Administrator, Counselor, General Education Teacher, Parent, and Student.
8. The school provides the student and parent with a copy of our Procedural Safeguards ~~p~~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: An attendance optional re-entry meeting is scheduled; 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; an attendance optional 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 Chief of Schools.
- The Director of Special Education documents the parent's agreement or non-agreement with the team's decision.

Appeals Process

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

1. Requests for appeals for tier one (1) and two (2) infractions will be addressed by the YALC Director. When requesting an appeal, contact the school's main office 202-289-8898 to be given an appeal date.
2. Parents requesting appeals hearing for tier three (3) infractions should contract the Chief of Schools by contacting the school's main office at 202-289-8898.

An appeal meeting will be set within seven (7) school days of receipt of the appeal request. Appeal meetings will be led by either the YALC Director and/or their designee or the Chief of Schools and/or their designee based on the level of the infraction as specified above. The decision appeals determinations will be provided within seven (7) after the hearing.

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

Jurisdiction

YALC discipline policy is applicable for all students in the following situations:

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

Definitions

Out-of-school Suspensions

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

Students are provided with classwork and assignments to complete during their time out of school. During an out-of-school suspension, a student cannot 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 pa

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 supports during the reflection period. During reflection periods, students will receive their classwork and assignments and are expected to complete their work during the reflection period.

In-School Suspensions

A student who receives an in-school suspension (ISS) remains in the school building during instructional hours, but is removed to a separate location. ISS is regarded as a temporary removal from regular classes for the student. The student also loses extracurricular activities during in-school suspension. The Principal or

their designee assigns ISS and the length of ISS is determined by the severity of the infraction. All students with special education or section 504 accommodations, supports or assigned paraprofessionals will continue to receive the same supports during the reflection period. Students in ISS will receive their classwork and assignments and are expected to complete the classwork and assignments.

Expulsion

An expulsion is the removal of a student from YALC. 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.

Below are the YALC Behavior Tiers and the possible interventions/consequences. When administering disciplinary actions or consequences, the YALC will determine the action based upon a Tier system. The Tier system is broken into five (5) Tiers.