



# MONUMENT ACADEMY

## Monument Academy PCS Student/Family Policies SY22-23

### Discipline Policy

Conduct inconsistent with the best interest of Monument Academy, its core values, educational mission, public safety and welfare, or that which is unlawful, may be subject to discipline. This policy applies regardless of whether the conduct is specifically prohibited and whether it occurs on or off Monument Academy grounds, at a school-sponsored event, during school hours, off-campus after school hours, or on the Internet.

Monument Academy reserves the unconditional right to discipline any student at any time for violation of rules, whether stated or not, regulations, expectations of student behavior, or whose behavior, on or off campus or on-line, is a threat, in Monument Academy's judgment, to the well-being and safety of the student body and the community. Such discipline may include, but is not limited to, the loss of privileges, limited participation in non-academic programs, dismissal, suspension, expulsion, or any other responsive action that Monument Academy deems most appropriate to the situation. Monument Academy reserves the right to involve stakeholders in the discipline process and to hold them accountable for efforts taken to resolve persistent issues that cause disruption to the Monument Academy staff and families. Violations of rules and standards resulting in disciplinary measures, including suspension and expulsion, are determined by the Head of School or his designee.

### SERIOUS VIOLATIONS

Some behaviors are especially contradictory to the values of the community and merit disciplinary action:

Cheating - This includes the deliberate copying of another's work on tests, homework, reports, or any other assignment, or providing such information. Cheating also includes deliberate copying from resources on the Internet or other sources and misrepresenting it as one's own. Such activity represents disrespect for others, academic dishonesty, and lack of integrity. This violation goes directly against the core values of Monument Academy.

Lying - Deliberate misrepresentations of the truth demonstrate a lack of personal integrity.

Use or possession of drugs, including alcohol - Students may not be on Monument Academy grounds, attend school events, or attend any school-sponsored activities if they have consumed or are under the influence of alcohol or controlled legal or illegal substances. Furthermore, students may not be in the possession of, use, or distribute substances on Monument Academy grounds or at any school functions. These are also considered criminal offenses and, as such, the authorities may also be called dependent on the severity of the offense.

Bodily injury of another person - Threats of violence or actual violence against any member of the student body or community will be treated with the utmost seriousness. We will not tolerate those who threaten, intimidate, or hurt others.

Possession of weapons - Any student possessing a weapon of any kind will be subject to immediate suspension or expulsion from Monument Academy and referred to the proper authorities (see the section on the Gun-Free Schools Act).

Stealing - Taking someone else's property without prior permission is prohibited. This includes "borrowing" from another's locker, backpack, notebook, computer files, or any other private space without permission.

Vandalism - Damaging, defacing, mistreating, or destroying the property of any member of the community or of the school itself will not be tolerated.

## DISCIPLINE PROCEDURES

Discipline procedures are designed to be focused on education first. Most disciplinary issues are routine and are handled by the teachers and staff members in partnership with parents/guardians so that the child learns to function successfully in their environment. Disciplinary action is taken at the discretion of the Monument Academy administration. In general, there are three levels of responses to disciplinary problems:

For routine behavioral and disciplinary problems, the intervening staff member is responsible for responding to the incident. The result will be direct written documentation in the student's record in addition to a conversation with the student. An appropriate response will be formulated and may take many forms. Depending on the situation, parents/guardians may receive a phone call and information from the staff.

For patterns of problematic behavior or more serious disciplinary problems, the administration may call home to alert parents/guardians that a pattern is developing, and it may be necessary to arrange a conference with parents/guardians to discuss a course of remedial action.

If a pattern of negative behavior persists or if a student engages in an activity that represents a Serious Violation, the issue is immediately the domain of the Principal and the Head of School. Other staff involved in the incident in question are also part of the discussion. This level of

response is the most serious and may involve suspension or, in very serious cases, expulsion from Monument Academy. Any recommendation for extended suspension (more than 5) or expulsion from the school will be determined by the Head of School.

Instances of Serious Violations are documented. Some situations may require a letter home from the administration to summarize the issue for parents/guardians, especially if the incident is serious and merits an administrative response, including all situations in which a suspension or expulsion may be recommended. In any event, our purpose is not only to uphold the standards of the community, but to do so in partnership with families in the best interests of the child.

## SUSPENSIONS AND EXPULSIONS

It is the policy of Monument Academy Public Charter School (MAPCS) that a safe environment conducive to learning shall be maintained. To build and maintain this environment, MAPCS shall provide students, families and staff with clear expectations and rules for appropriate school behavior and also under which conditions a student may be removed in order to maintain the safety and balance of the school community. No student in 5th through 8th grades may be subject to an out of school suspension or expulsion, unless a school administrator determines that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

Students in grade 5 will not be suspended for more than 5 consecutive school days at a time. Students in grades 6-8 will not be suspended for more than 10 consecutive school days at a time. No student will be suspended for more than 20 total school days in a school year unless the Head of School provides written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses or the student's conduct necessitated an emergency removal, and the head of the LEA provides a written justification for the emergency removal to the student and parent. Possession of a firearm requires expulsion pursuant to the Guns Free Schools Act.

Options for prevention, intervention and remediation include but not limited to:

- Anger management
- Behavior Intervention Plan (BIP)
- Conflict resolution
- Dialectical Behavior Therapy (DBT)
- Individual or group counseling
- Intervention by a mental health profession
- Mediation
- Parent conference
- Positive Behavior Intervention System
- Restorative Practices
- Other appropriate intervention strategies

The following behaviors will result in an appropriate disciplinary response from Monument Academy. This list is not necessarily exhaustive.

Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants other intoxicant or drug paraphernalia

Verbal, written or physical threat to person or property (including posturing)  
Obscene, serious offensive or abusive language or gestures  
Bullying - As defined in the MAPCS handbook  
Engaging in sexual acts on school premises or at school related function  
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  
Fighting  
Sexual harassment  
Bullying  
Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants other intoxicants, controlled or drug paraphernalia  
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 as defined in 18 U.S.C. §921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles and shotguns  
Any behavior that violates the Gun-Free Schools Act  
Deliberate acts that cause severe physical injury to another person(s)  
Commission or attempted commission of any act of sexual assault or sexual aggression  
Bomb threat

## GUIDANCE FOR DISCIPLINE DECISIONS

### LEVEL 1:

Classroom support and referral to Behavior Management team. The following interventions are examples but not an exhaustive list of supports that may be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place:

- Teacher/Student Conference
- Parent Call
- Reflective Assignments
- Additional Instructional Time

### LEVEL 2:

Intensive Behavior Management interventions and referral to appropriate governmental or community based agency for additional support The following interventions are examples but not an exhaustive list of supports that may be appropriate when the behavior has continued to negatively influence the learning experience of the student and others:

- Attendance Intervention Plan
- Behavior Intervention Plan

- Mediation
- Counseling
- Restitution
- Restorative practices/circle
- Referral to Community Based Mental Health Agency
- Referral to CFSA or Court Social Services regarding attendance

#### LEVEL 3:

In- school Alternative Learning Community (ALC) and continued student support from Behavior Management team – (No more than 3 consecutive days). The following interventions are examples but not an exhaustive list of support that may be appropriate given the seriousness of the offense and impact of the student’s behavior on the school community and/ or when documented interventions and supports have been put in place but the behavior is escalating:

- Loss of Privileges
- Confiscation of Inappropriate Items
- Community Service
- Referral to ASTEP/Substance Abuse Services
- Additional assignments and/or reflections

#### LEVEL 4:

Out of school suspension and continued student support by Behavior Management team – (5 consecutive days or less). May be appropriate when a student attempts or willfully causes or threatens to cause bodily injury to another student who requires more than de minimis medical attention or emotional distress that requires more than de minimis professional treatment or counseling.

#### LEVEL 5:

Expulsion. May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

NOTE: District laws prohibit out-of- school suspensions for attendance- related conduct. District law does require students ages 5-13 who accumulate 10 or more unexcused absences be referred to CFSA and students ages 14-17 who accumulate 15 unexcused absences be referred to Court Social Services Academic Dishonesty 202 Cheating, plagiarizing, etc.

NOTE: Student may receive a failing grade for that assignment Activation of False Alarm / Bomb Threat 301 Student threatens, attempts or willfully activates a false alarm or makes a bomb threat that causes bodily injury or emotional distress to another student who sustains only de minimis physical injuries that require only minor medical attention or minimal professional treatment or counseling. Student threatens, attempts or willfully activates a false alarm or makes a bomb threat that causes bodily injury or emotional distress to another student who sustains more than de minimis physical injuries that require more than minor medical attention or more than minimal professional treatment or counseling.

NOTE: Commits or is involved in committing false alarms/or bomb threat.

### \*Addendum\*

During virtual learning our expectations for our scholars remain that they exhibit positive behaviors to ensure their academic success. Student are required to show up to class with the following expectations:

Camera on

Mic's muted unless asking or answering questions

No eating or drinking (water bottles are acceptable)

Appropriate Attire

No head wraps

No inappropriate graphic shirts

No laying in bed

Should a student engage in any of these behaviors and has to be consistently addressed by a staff member it will result in a phone call home detailing the nature of the infractions. Due to the hands off nature of distance learning it is very important that families work with us to ensure the students compliance and educational success.

## POLICY FOR SUSPENSIONS AND EXPULSIONS

Out of school suspension and expulsion will be limited to only the most serious offenses as necessary to ensure safety. All extenuating circumstances will be considered and all alternative interventions will be tried before the recommendation of suspension or expulsion will be made. MAPCS provides a large number of additional support systems and interventions that attempt to remove barriers for the students' social-emotional growth.

Students who have been suspended or expelled shall not be eligible to participate in any school function for the duration of their suspension or expulsion. The only exception would be for the completion of system wide testing and that would be organized in a way that once the student has completed testing they will have to leave the premises and will be tested individually as to not come in contact with any member of the student body.

Students younger than the age of fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school hours unless accompanied by a parent or guardian, or his or her designee. Students older than fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school hours until a parent or guardian, or his or her designee, has been contacted by phone or in person and given a reasonable opportunity to arrange for proper supervision of the student. If the parent or guardian of a suspended student cannot be notified by phone or in person, the student will remain at school until the end of the academic school day.

### Plan for Continuing Education

A student who has been suspended or expelled shall have access to an Education Plan as follows:

If a student is suspended for fewer than eleven (11) days, the Head of School initiating the suspension shall provide an Education Plan that meets the students educational needs and allows the student to make up any class and homework assignments and exams without penalty.

If a student is suspended for eleven (11) or more or expelled, the student shall be placed in an Alternative Educational Setting that will allow the student the opportunity to continue to earn credits towards promotion or graduation requirements.

Students will be given a packet of work to be completed during the course of their suspension, as well as a device to complete online work. Should they need additional support to keep up with assignments being missed, either the student or a parent/guardian can contact the school and speak to the Principal.

Students on suspension or expelled are not permitted on the premises and as such, it will be up to the parents/guardians to ensure that the students' work packet is picked up. In most instances the school will send a work packet home with the student and/or via email.

## PROCEDURES FOR SUSPENSIONS AND EXPULSIONS

Authority to impose Suspensions and Expulsions is as follows:

On-site Short-Term (5 days or less) Suspension - Alternative Learning Community:

- Head of School
- Chief of Operations
- Director level staff

Off-site Short-Term (5 days or less) Suspension:

- Head of School
- Chief of Operations
- Director level staff, with input from executive staff when possible

Off-site Long-Term (more than 6 days) Suspension:

- Chief of Operations
- Director level staff, with input from executive staff when possible

Expulsion

- Head of School or designee will make final determination

Due Process:

On-site short term suspension (5 days or less) - Alternative Learning Community

Any student who is considered for Alternative Learning Community (ALC) shall be escorted to the ALC classroom with her/his work. Subject teachers are in the classroom over the course of the day to support students in their various subject matters. Due to cross collaboration planning, all teachers are able to support students in ALC on their grade level. Parents/Guardians of the student will be contacted and informed when their child has been placed in ALC and for what length of time. Students are expected to complete their work, along with possibly a reflection and extra assignment while in ALC.

Short Term Suspension (5 days or less)

Any student who is considered for suspension or expulsion shall be given a conference with the school official responsible for proposing the disciplinary action, prior to a proposal being made.

The conference will include:

Notification of the alleged behavior and the grounds for possible disciplinary action including a citation of the rule(s) upon which the action is based and description, in reasonable detail, of the facts and events upon which the disciplinary action is proposed.

An explanation of the evidence or facts in which the school official used to determine the infraction.

An opportunity for the student to present their version of the facts or to explain the events or actions.

A student may be suspended prior to a conference if he or she is contributing to an emergency situation in the school. An emergency situation may exist either because of general conditions in the school (e.g., a series of fires or false alarms; a manifestly high level of student tension or increasing number of fights or physical attacks.) or because 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 part of the school to continue operation. In the event that a student is suspended prior to the conference due to emergency conditions, the conference shall be held no more than three (3) school days after the suspension is initiated.

Students and parents or guardians shall be provided written notice of all suspensions and expulsions. Verifiable written notice using the contact information provided by the parent or guardian of all authorized or proposed suspensions and expulsions must be sent out no later than one (1) school day after the decision has been authorized. A student who has been given a notice of proposed expulsion may be immediately placed on suspension.

## Long Term Suspensions (6 days or more) and Expulsions

If, after the conference described above, Monument Academy determines that a long term suspension or expulsion is recommended, a disciplinary hearing will be held to determine whether to proceed with that recommendation. The student will serve a suspension pending the disciplinary hearing.

Disciplinary hearings shall be held at a time and place that is reasonably convenient to the student and parent or guardian. Disciplinary hearings shall be held not more than four (4) school days after a written notice regarding disciplinary action is provided to the parent or guardian and may be postponed not more than five (5) additional days upon the request of the parent or guardian in which it would be necessary to prepare for the hearing or provide attendance of necessary parties. It shall be the burden of MAPCS to show by the majority of evidence that the student did commit the infraction(s) upon which the disciplinary action is based and that the proposed disciplinary action is appropriate.

The Head of School or his designee will act as the hearing officer and shall ensure that all due process procedures have been followed or waived. At the hearing, Monument Academy Director level staff and/or Chief of Operations will present the information that they relied on as the basis



for the recommendation for disciplinary action and then the parent/student will be given an opportunity to respond and provide whatever information they want the hearing officer to consider. Prior to the hearing, the parent/student will be provided with a summary of the evidence that Monument Academy plans to present at the hearing along with copies of any education records or other documents that will be shared with the hearing officer. The hearing officer may question any witness or party and shall examine all documentary evidence. Neither Monument Academy nor the parent/student may cross examine witnesses. The hearing officer shall ensure that the hearing is conducted in a fair and orderly manner and shall have the authority to exclude any party or other person from the hearing on the grounds of substantial interference or obstruction of the orderly hearing process. The student/parent have a right to have counsel present at the hearing. The final decision for long term suspension or expulsion will be made by the Head of School, or his designee. The hearing officer will issue a written decision within 2 school days of the hearing.

## REENTRY FOLLOWING SUSPENSION

On the first day that the student returns to school following a suspension it is requested a parent or guardian accompany the student for a formal re-entry meeting to discuss behavioral expectations and steps moving forward to ensure the educational success of the student.

## COOPERATION WITH SCHOOL INVESTIGATIONS

Students must cooperate with Monument Academy investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor in the disciplinary process, and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including, but not limited to, pending criminal charges, Monument Academy reserves the right to take action, including proceeding without a statement from the student.

## DISCIPLINE APPEAL

Any student who is expelled or receives a long term suspension has the right to appeal the decision in writing to the Head of School within five (5) school days of the written notice of expulsion being issued. The following process shall be implemented for all appeals.

An appeal hearing date will be set within seven (7) school days of the receipt of the appeal request.

The appeal hearing date will occur within fourteen (14) calendar days from the date of the hearing being set.

Appeal hearings will be heard by three members of the Board of Monument Academy, the "Appeal Panel." A staff member may replace one of the Board members on the Appeal Panel.

The student may be represented by his/her parent/guardian and one additional advocate.

The student has the right to speak on his/her behalf at the appeal. The student may choose not to speak at the appeal.

The student may not return to Monument Academy and participate in school activities while an appeal is pending.

Appeals are closed to the public.

If a parent/guardian fails to appear at the appeal hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the three-member Appeal Panel will:

Review all evidence, and documentation regarding the incident and the school's investigation;

Review the Code of Conduct; and

Ask questions regarding the matter to anyone present at the hearing. One advocate may speak on the student's behalf; the student has the right not to speak on his/her own behalf.

If the expulsion or long-term suspension is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Appeal Panel upholds the expulsion or long-term suspension, then the expulsion or long-term suspension shall be imposed, and such decision will be final. Decisions made by the Appeal Panel will be final. Written decisions of the Panel will be provided within 3 school days of the hearing.

## STUDENTS WITH DISABILITIES

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and district laws. Each school year, parents/guardians will be given a manual which informs them about their children's rights in terms of discipline procedures. Students with disabilities at Monument Academy will have the same rights and responsibilities as other students, and they may be assigned disciplinary consequences for behaviors that do not meet the outlined behavioral expectations. If a student with a disability has an IEP that includes disciplinary guidelines, then, as required by the Individuals with Disabilities Education Act (IDEA), all disciplinary decisions for that student will be made according to those guidelines.

If a student with a disability has been assigned a removal from school (through suspension or expulsion) for more than 10 aggregate school days within a school year, he or she is entitled to a Manifestation Determination Meeting (MDR), to determine whether (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of the school's failure to implement his or her IEP.

The manifestation determination meeting will be held within 10 school days of the decision to suspend or expel. The student may serve the suspension pending the manifestation determination meeting. For any suspension served after 10 days in the school year, services must be provided to the student in an interim alternative educational setting so as to enable

them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

If it is determined that the student's behavior was a manifestation of his or her disability, then the student must return to Monument Academy unless the parent and Monument Academy agree otherwise.

There are special circumstances where a student with a disability can be removed from Monument Academy to an interim alternative educational setting for up to 45 school days without regard to whether the student's behavior was determined to be a manifestation of his/her disability: possession of a weapon at school on school premises or during a school function; possession or use of an illegal drug at school on school premises or during a school function; infliction of serious bodily injury at school on school premises or during a school function. At any time the IEP team, with parent consent, may change the student's placement.

If it is determined that the student's behavior was not a manifestation of the student's disability, the same disciplinary procedures applicable to a student without a disability, including long term suspension or expulsion may be applied to the student with a disability. Students who are suspended for more than 10 school days in a school year will continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

## Attendance Policy

Attendance and punctuality are important life skills that lead to success in college and in careers. For our students, attendance throughout the Academic and Student Life programs, including Sundays and evenings during the week, is imperative so that students do not miss instruction around academics, life skills, or social emotional well-being. In order to achieve at high levels, students must come to school every day and work their hardest.

Excessive absences put students at a significant disadvantage due to the missed learning opportunities and community opportunities at the school. This affects not only the student's personal progress but also the progress of the cohort of students and our school community. Please do not allow your child to miss a day of school except for serious illness or emergency situations. All absences – "excused" or "unexcused" -- are considered absences. A child is marked absent any day s/he does not attend school. Any appointments that need to be made during the day should first attempt to be scheduled on days when school is not in session. If this is not possible, the appointment should be coordinated with the school in order to ensure the smallest impact on the learning and progress of the student.

**In the In-Person Environment:** Students who are out of school for more than one and a half (1.5) hours between the hours of 8:45am and 4:00pm are considered absent. Any student arriving to school after 10:15am or leaving school before 2:00pm is considered absent.

**In the Distance Environment:** During days of synchronous instruction, a student is considered to be absent if he/she misses more than one and a half (1.5) hours of class between the hours of 8:45 am and 4:00 pm during the academic day. During asynchronous days, a student is

considered present if he/she makes at least one point of contact with the school. This includes checking in with a Monument staff member (via phone, email, Google Chat, or Google Meet) or completing an assignment.

If a parent or guardian brings in a note (or other official documentation, such as a court appointment, doctor's note, etc.), the absence can be excused. Documentation can also be emailed to [attendance@mapcsdc.org](mailto:attendance@mapcsdc.org). Valid excuses from school include:

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 an educational institution.
- For distance learning: A technical problem with a school-provided device that is beyond the capacity of the student or family to resolve.

DC law also requires that a parent verify the reason for an absence within 5 days of the student's return or the absence will be unexcused.

If a child will be arriving after 8:30pm on Sundays, parents and/or guardians must call the houseparents or Chief of Student and Family Engagement prior to 6pm on Sunday. If a child needs to leave campus for any reason during the week, such as for an appointment, the parent or guardian should pre-arrange this with the front office. The student should be signed in and out at the front desk between the hours of 7am and 7pm and with the Director of Student Life between 7pm and 7am. All absences from property must be explained in writing, and illnesses that require more than two (2) consecutive days require a doctor's note in order to be excused. Family vacations and other planned trips are generally not considered excused. Such trips should be cleared in advance with the Head of School and consideration will be given to each individual situation to determine whether the absences will be excused.

Based on DC law, 10 days of unexcused absences in a school year mandate immediate referral to Child and Family Services Agency for students ages 5-13. Students age 14+ who have accrued 15 unexcused absences or more will be referred to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section. A significant number of absences may require that a student be retained.

Parents and guardians will be notified via email when their scholar has accrued three unexcused absences for the school year. They will be notified via email and phone when their scholar has accrued five unexcused absences for the school year, and an attendance meeting will be convened with the students, parents/guardians, and the school. Parents and guardians will be notified via email when their scholar has accrued nine unexcused absences for the school year, and also at ten unexcused absences.

Triggering Event	Mandated Truancy Intervention
1 unexcused absence	Reasonable and diligent efforts at personal contact with the parent to obtain an explanation of reason for absence
5 unexcused absences within marking period	Referral of student to school-based student support team School-based student support team meets to determine underlying causes of absences and implement action plan for addressing absenteeism
5 Cumulative Absences	Notification to parent regarding absences Mandatory parent conference with school-based student support team to develop a plan for immediate intervention Referral of student to school-based student support team
10 Cumulative Absences	Notification to parent regarding excessive absences Mandatory parent conference with school based student support team to develop a plan for immediate intervention Failing grade(s) in relevant courses School may recommend to Community Office that the student be dropped from enrollment (PK3-PK4 students only)
10 unexcused absences during a school year	Provide plan to School Administrator for immediate truancy intervention including delivery of community-based or other services on an emergency basis Notice to OSSE to send truancy prevention resource guide to parent
10 unexcused absences during a school year by a child age 5-13	Referral of student to Child and Family Services (CFSA) for educational neglect investigation
15 Cumulative Absences	Mandatory Home Visit
15 unexcused absences within a school year by a child age 14-17	Referral of student to Court Social Services Division for Persons In Need of Supervision (PINS) investigation Referral of student to Office of the Attorney General Juvenile Division for PINS investigation
20 consecutive unexcused absences	School may recommend drop from enrollment
20 Unexcused Absences	School reserves the right to retain the student

## Grievance Procedures

It is the policy of Monument Academy that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to the school. Monument Academy recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between all community members. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

### WHAT MAY BE GRIEVED

The grievance process should be used to (1) address complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

### WHO MAY GRIEVE

The procedures set forth below may be used by grievants who are employees, students, parents/guardians, or visitors.

## OTHER REMEDIES

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by district, state or federal law.

## INFORMAL GRIEVANCE

Since most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, HR, the COO or the Head of School. The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

## FORMAL GRIEVANCE

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the COO or Head of School. Grievants may use the Grievance Form, which is available from the COO or Head of School. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the parent/guardian of a student, the student and the parent/guardian shall sign and date the grievance. The COO and Head of School can be reached at the contact information provided in this document. The COO or Head of School will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with persons not directly involved with the complaint, its investigation, or the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the COO or Head of School shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation, determine the validity of the grievance and the appropriate resolution. If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

## APPEALS

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Trustees within thirty (30) days of the date of the Response. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the response. The appeal, in letter form, may be submitted to the Head of School who will relay it to the Chair of the Board of Trustees. Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefor. The Chair of the Board of Trustees can be reached at [tycely.williams@mapcsdc.org](mailto:tycely.williams@mapcsdc.org).

## PROHIBITION AGAINST RETALIATION

Monument Academy pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy. In addition, Monument Academy will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or a concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

#### MODIFICATION

Monument Academy may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of Monument Academy.

## Non-Discrimination

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"), and the Age Discrimination Act of 1975 ("The Age Act"), and the District of Columbia Human Rights Act of 1977, applicants for admission and employment, students, parents/guardians, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Monument Academy are hereby notified that Monument Academy does not discriminate on the basis of race, color, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of inter-family offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities. Students and/or parents/guardians having inquiries concerning Monument Academy compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or DC Human Rights Act as they apply to students, employees or third parties or who wish to file a complaint regarding such compliance should contact Dr. Jeffrey Grant, Head of School ([jeffrey.grant@mapcsdc.org](mailto:jeffrey.grant@mapcsdc.org)), who has been designated by Monument Academy to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the DC Human Rights Act.

#### NOTIFICATIONS FOR TITLE I

Title I School Title I of the federal Elementary and Secondary Education Act (ESEA) is designed to help close the achievement gap between low income and minority students and their peers. With more than 80% of Monument Academy students eligible for free or reduced price lunch, the school is considered a Title I school as defined by the law and receives ESEA funds.

#### PARENTS' RIGHT TO KNOW -- TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents/guardians of Title I students may request certain information from the Front Office on the professional qualifications of the student's teachers and paraprofessionals providing services to the child.

#### PARENTS' RIGHT TO KNOW -- NON-HIGHLY QUALIFIED TEACHERS

Parents/guardians of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified will be notified by the school.

#### FAMILY ENGAGEMENT POLICY

Monument Academy recognizes that family engagement is vital to achieve maximum educational growth for students in Title I programs. Therefore, in compliance with federal parental involvement requirements, Title I schools will meet with families to provide information regarding their school's participation in the Title I program and its requirements. Monument Academy will ensure that such meetings are held annually and at a convenient time. All parents/guardians shall be invited to attend. Title I funds may be provided for transportation, child care, home visits, or other parental involvement services, as appropriate. Monument Academy will ensure equivalence among grades in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies. Parents/guardians will be informed of their right to be involved in the development of this Monument Academy family engagement policy, and the overall schoolwide plan. This family engagement policy will be developed, agreed upon, and reviewed annually with families. Monument Academy will ensure:

- Regular opportunities for families to meet with School leaders and staff.
- Involvement of families in the development of the Monument Academy overall schoolwide plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective family involvement activities to improve student academic achievement and school performance.
- Development of activities that promote the schools' and families' capacity for strong parent involvement.
- Coordination and integration of family involvement strategies with appropriate programs, including the requirements of other federal title programs, as provided by law.
- Barriers to participation by families who are economically disadvantaged are disabled, and families who have limited English proficiency, limited literacy, or are of any racial or ethnic minority are identified.
- Findings of annual evaluations are used to design strategies for more effective family involvement and to revise, if necessary, the requirements of this policy.
- Involvement of families in the school activities and are provided a flexible number of meetings.
- Designation of a minimum of 1 percent of the Title I, Part A allocation for family involvement.
- Provision of the policy to families in an understandable and uniform format and, to the extent practicable, in a language the families can understand. The policy will also be made available to the local community.

Further information pertaining to Monument Academy's Family Engagement efforts are detailed in the Family Engagement Plan.

## **Family Educational Rights and Privacy Act (FERPA) Notice**

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students age 18 or older ("eligible students") certain rights with respect to the student's education records.



(1) The right to inspect and review the student's educational records within 45 days of the day Monument Academy receives a request for access. Parents/guardians or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The Head of School or other appropriate school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

(2) The right to request amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents/guardians or eligible students may write the Head of School clearly identify the part of the records they want changed and specify why it should be changed. If Monument Academy decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

(3) The right to consent (in writing) to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, FERPA authorizes disclosure without consent of school officials whom Monument Academy has determined to have legitimate educational interest. A school official is a person employed by Monument Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom Monument Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); an official of another school system where a student seeks or intends to enroll, or where the student is already enrolled; or a parent/guardian, student or other volunteer serving on an official committee, such as the disciplinary or grievance committee, or 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.

Additional situations where consent is not required for the disclosure of education records include disclosure:

To State and local officials pursuant to a State statute in connection with serving the student under the juvenile justice system;

To comply with a judicial order or subpoena (reasonable effort to notify parent or student at last known address);

To accrediting organizations;

To parents of a dependent student;

To authorized representatives of Federal, State, and local educational authorities conducting an audit, evaluation, or enforcement of education programs;

To organizations conducting studies for specific purposes on behalf of schools;

In a health or safety emergency; and

Directory information.

(4) The right to withhold disclosure of directory information. At its discretion, Monument Academy may disclose basic “directory information” that is generally not considered harmful or an invasion of privacy without the consent of parents/guardians or eligible students in accordance with the provisions of District law and FERPA. Directory information includes:

- A. Student Name
- B. Student Address
- C. Student Telephone Listing
- D. Name of School Attending
- E. Participation in Officially Recognized Activities and Sports
- F. Weight and Height of Members of Athletic Teams
- G. Diplomas and Awards Received
- H. Student’s Date and Place of Birth
- I. Names of Schools Previously Attended
- J. Dates of Attendance

Parents/guardians or eligible students may instruct Monument Academy to withhold any or all of the information identified above by completing the “Release of Student Directory Information” Form.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failure by Monument Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

## Open Meetings Policy

Monument Academy will hold 10 Board meetings during the 2021-22 school year that are open to the public. All regularly scheduled Monument Academy Board meetings will be held monthly via Zoom from 6:00 PM to 8:00 PM unless otherwise noted. Dates are listed on [the school’s website calendar](#) as well as the [Board of Directors page](#). The Board may enter into Executive Session to discuss confidential or sensitive matters, and these sessions will be closed to the public. Board meetings may be rescheduled, postponed, canceled, or relocated at the discretion of the chairperson. As necessary, the board may conduct meetings by phone. Members of the public wishing to participate in any meetings may do so by registering at the meeting link listed next to the meeting date at the bottom of the [Board of Directors page](#) on the Monument Academy website. If you have any questions, issues with registration, or require any accommodations for the virtual meeting, please reach out to [boardmeetings@mapcsdc.org](mailto:boardmeetings@mapcsdc.org).

# Admission Preference Policy

Monument Academy participates in the MySchoolDC lottery. There is an admission preference for any applicants meeting one of the following criteria, in the order listed:

1. The applicant has a sibling who attends the school
2. The applicant has a sibling who has been offered a spot at the school

In this order, an applicant who has a sibling who attends the school would have a higher admission preference than an applicant with a sibling who has been offered a spot at the school.